DOCUMENT RESUME

ED 086 409 56 RC 007 559

TITLE Annual International Multilingual, Multicultural Conference: Proceedings (1st, San Diego, California, April 1-5, 1973).

INSTITUTION Education Service Center Region 13, Austin, Tex.

SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.; California State Dept. of Education, Sacramento. Bilingual/Bicultural Task Force.

PUB DATE 5 Apr 73

NOTE 65p.

AVAILABLE FROM Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($2.00)

EDRS PRICE MF-$0.65 HC-$3.29

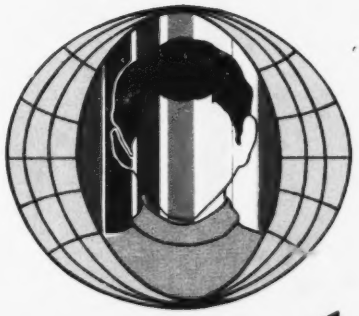
DESCRIPTORS Abstracts; American Indians; Anglo Americans; *Biculturalism; *Bilingual Education; Chinese Americans; *Conference Reports; Cultural Differences; Cultural Interrelationships; English (Second Language); Ethnic Groups; *International Programs; *Multilingualism; Spanish Speaking

ABSTRACT

The mission of this 1973 multilingual multicultural conference was to focus on the student who has a primary language other than English as his language of conceptualization. The conference attempted to illustrate the need for bilingual bicultural education in which a student, using his primary language, gains access to an academic world within which he capitalizes on his cultural heritage and enriches his cognitive and verbal processes. Attempts were made to have representatives at the conference from all ethnic groups receiving Title VII Elementary and Secondary Education Act funds, and there was a multi-ethnic representation at all conference levels. The conference report gives abstracts, when available, from the 47 papers and discussions presented. The wide range of presentations covers such things as Teacher Training in Chicano Studies; Multi-media Learning Systems and Bilingual Education; Asian-American Bilingual Methodological Concerns; Estudiantina: Forming a Student Cultural Music Group; A Bicultural Perspective of Native Americans: Focusing on Bilingualism; Arguments for Utilizing Bilingual Education with the Deaf; Pre-School Preparation for Migrant Education, Home Intervention: A Self-Contained Center; Bilingual Syntax Measurement; and the Filipino's Search for a Place in the Sun. (KM)

ED 086409

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



First Annual International Multilingual Multicultural Conference

San Diego
April 1-5, 1973

Town & Country
Convention Center

Sponsored by
U.S. Office of Education
The Bilingual Bicultural
Task Force of the
California Dept. of Education

Proceedings

AC 007559

FILMED FROM BEST AVAILABLE COPY

"The project reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the positions or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

The Dissemination Center for Bilingual Bicultural Education is a special Title VII ESEA project funded by the U.S. Office of Education through Education Service Center, Region XIII. The Center has selected these materials for dissemination however the opinions expressed herein do not necessarily reflect its position or policy nor that of Education Service Center, Region XIII.

This publication was developed and printed with funds provided by Title VII of the Elementary and Secondary Education Act of 1965. Therefore, it is in the public domain and may be reproduced for local use.

Annual International Conference on Bilingual Bicultural Education

Date: May 15-18, 1974
Waldorf Astoria Hotel - New York City.
Sponsored by Office of Bilingual Education, New York City Board of Education, U.S. Office of Education and the Bilingual Education Unit, New York State Department of Education.

WELCOMING ADDRESSES

Gilbert Martínez
Bilingual/Bicultural Task Force
Sacramento, California

Albar Peña
Director, Bilingual Education
U.S. Office of Education

Marcos Antonio Bolaños Cacho
Mayor of Tijuana, Baja California,
México

Pete Wilson
Mayor of San Diego, California

Fernando Trejo Carrillo
Director, State Department of Education
Baja California, México

CREDITS

Judy Clemmons - Editor in Chief
Fred Hoctor - Editor
Pam Harper - DCBBE Editor
Larry Smith - Designer (Advertising Design)
Geraldine Ball - Writer
Terri Rubini - Writer
Ann Kern - Writer
Tracor - Typesetting
Graphics 9 - Typesetting
Alvarado Graphics - Production

CULTURAL ENTERTAINMENT

Wine Tasting Party - Brookside Winery
Al Arriola's Mariachis
Filipino-American Society & Cultural Arts
Portugese-American Dancers
Ikebana International - Flower Arranging
Indian Center Newsletter Cultural Demonstration
Tribe of Many Feathers
Al Arriola's Marimba
Estudiantina El Cid de Calexico - Ann Horn
José Villarino/Rondalla Amerindia
Oscar Amezcua/Mariachi Guadalajara
La Escuela de la Raza Unida
Benny Hanaike's Polynesian Dancers

TABLE OF CONTENTS

viii **ASSEMBLY RESOLUTION**
ix **PREFACE**
xi **PROLOGO**

ABSTRACTS BY TITLE

1 Keynote Address: Cultural Conflicts Inherent in the Traditional Curriculum
1 Needs Assessment for Bilingual Education
2 Early Childhood and Bilingual Education
3 IQ and the Bilingual Individual
4 Crosscultural Communication: The Quebec Experience
4 Civil Rights Commission and How It Aids Bilingual Education
4 Teacher Training in Chicano Studies
4 Bilingualism and Career Education
4 Concurrent Teaching to Teach A Concept
5 Community Involvement in Bilingual Education
5 The Role of the Community in Education
6 Intergroup Awareness in a Multicultural Setting
6 Report on the Invitational Conference on Student Assessment in Bilingual Education, March, 1973, Puerto Rican Education Association
6 The Classroom as a Source of Curriculum
7 The Miami Experience in Bilingual Education
7 Student Views of Bilingual Education from the University
7 La Alfabetización Y La Educación Bilingüe En México
7 Bilingualism and the Human Development Program
8 Texas Bilingual Education: Its Progress and Setbacks
9 Relevant Educational Experiences for Bilingual Students
9 Transfer vs Maintenance in Bilingual Education
10 The California EMR Lawsuits and Their Implications for National

Bilingual Bicultural Education Strategies
10 The Ryan Act: New Dimensions, Directions, and Opportunities
10 Teaching Reading to Bilingual Children
11 The Role of the School Board in Support of Bilingual Education
11 Curriculum Development in Project Frontier-Bilingual Education
11 Multi-Media Learning Systems and Bilingual Education
12 Community Involvement in Bilingual Education in San José
12 Pride or Prejudice
12 Relevancy of the Barrio School to Bilingual Education
12 Preliminary Findings from Bilingual Programs Concerning (1) Optimal Times for the Introduction of Reading in the Second Language (2) Methods of Teaching Content Areas Bilingually: Free Language Alternatives or Language Separations
12 Teaching a Reading Bilingual or Language Experience Approach
13 El Enfoque Socio-Cultural y Politico de La Reforma Educative en México
13 Bilingual Education at the University Level
14 Montessori's and Piaget's Materials and Techniques in Cross Cultural Early Childhood Education
14 Bilingual Education and Higher Education
14 Asian-American Bilingual Methodological Concerns
14 Teaching Spanish to Speakers of Spanish
14 Multiethnic Cooperation in Bilingual Education
15 China: Solving the Problem of an Ethnic Mix
16 Strategy for Change to a Pluralistic Society
17 Bilingual Education of Children in a French/English Setting
18 Multilingual Assessment Program: A Neo-Piagetian-Based Model for Assessment and Curriculum
19 Federal Legislative Funding for Bilingual Programs
20 Teaching of Puerto Rican History and Culture in Bilingual Education
21 The Middle School and Its Relation to Bilingual Education
21 Living Mexican Culture in the Elementary School through Music
22 Penyos We Are, Wherever We Go
22 Bilingual Education/Community Involvement: Educacion Bilingüe—¿Semilla Buena En Tierra Salada?
23 Materials Development for Bilingual Education
23 Bilingual Children's TV (BC/TV) Approach to Bilingual Bicultural Education
23 CANBBE: Cultural Relevancy in Bilingual Materials
23 Educators' Associations and Their Support of Bilingual Education
24 Community Involvement in Bilingual Education
25 Asian-English Language Programs: Some Wider Educational, Social, and Political Ramifications
25 The New York Experience: (A) Political Strategies for Strengthening of Education (B) Structure of the Office of Bilingual Education (C) New York Network: Federal, State, and City Inter-Relations
25 How I Respond to Another Culture
26 Evaluation-Testing and Bilingual Education
27 A Humanistic Approach to Educating Children in Mexico
27 Curriculum Development in Spanish
28 The Politics of Bilingual Education within Chicano Studies
29 Estudiantina: Forming a Student Cultural Music Group
29 Bilingual Education Concerns in Texas
30 Bilingual Education and Its Acceptance in Massachusetts
30 A Unique Classroom Experience: Bilingual Education and Follow Through Cooperating at the Cheyenne Reservation
31 Teacher Training and Bilingual Education
31 The Community School Concept and Its Relation to Bilingual Education
31 Bilingual Teacher and Teacher Training Methodology
31 Let The Children See: Photographic Transparancies for the Children
31 Untitled
31 Organizational Process in Passing a Legislative Bill
32 Untitled
32 College Involvement in the Training of Bilingual Teachers
32 Minority Students in Alternative Schools
33 El Lenguaje Y Sus Peculiaridades
33 Teaching in Pre-Standardized Languages: The Development of Navajo Bilingual Education
34 A Bicultural Perspective of Native-Americans: Focusing on Bilingualism
34 The New Federalism and the Multilingual Multicultural Minority: A Look into the Future

35 The Educational Ecology of Multilingualism
36 The Struggle for Survival
37 Proof That It Is Non-Injurious To Be Mexican
37 Development and Testing of Non-Verbal and Verbal Translation Ability: Games and Other Tools
37 Bilingual Education at the Junior and Senior High School Levels
38 A Culturally Democratic Learning Environment for Mexican/American Students
38 Teachers Training for Bilingual Bicultural Education: Teacher Corps
38 Pre-School Preparation for Migrant Education, Home Intervention: A Self-Contained Center
38 Untitled
38 The Secondary School and Bilingual Education
39 Resources to Aid in Bilingual Education
39 Arguments for Utilizing Bilingual Education with the Deaf
39 Planning Your Preschool Bilingual Program
39 Bilingual Education Service Center-A Response to the Needs of In-Service, Materials Acquisition, Community Relations and Evaluation
39 Teaching Mexican Culture Through Role Playing and Through Music
40 Material Development on Teacher Training in Bilingual Education
40 Success for the Mexican/American Child: A Matter of Teacher "Know How"
40 BABEL
40 The Training of Portuguese Teachers in Bilingual Education
40 Cultural Differences between Chicanos and Anglos That Reflect the Need for Bilingual Education
41 Developing a Teacher Preparation Program for the Bilingual, Cross-cultural Specialist at the University/College
41 First Steps in Developing a Bilingual Bicultural Program
42 Development of Teaching Materials in Bilingual Education
43 Bilingual Syntax Measurement
43 Second Language in Teaching Preschool
43 Community Schools and Bilingual Education
44 Credentialing of Bilingual Teachers
44 Escuela Secundaria
44 Cultural Democracy
45 State Legislation in Bilingual Education
45 Multicultural Assessment Procedures for Chicanos in Public Schools
45 Multinational Spanish Speaking Communities in the Midwest
46 The Fillipino's Search for a Place in the Sun
46 A Continuous Progress Approach in a Spanish/English Setting
46 Universidad De Aztlán and Bilingual Education
46 California State Bilingual Bicultural Framework
47 Creative Writing in a Bilingual Setting
47 Definition of Culture and its Relation to Bilingual Education

48 **FILM PRESENTATION:** *Cinco Vidas*

48 **CLOSING REMARKS**

49 **RESOLUTIONS**

51 **ROSTER OF EXHIBITORS**

54 **NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION**

55 **ACKNOWLEDGEMENTS**

56 **EPILOGUE**

57 **PICTURE COLLAGE**

Assembly Rules Committee-California Legislature

Resolution

By the Honorable Peter R. Chacón
Seventy-ninth Assembly District

RELATIVE TO THE MULTILINGUAL MULTICULTURAL CONFERENCE

WHEREAS, There are presently many monolingual or partially bilingual children enrolled in the schools of California who do not have dominance in the English language and are unable to function adequately in a classroom geared to English-speaking children; and

WHEREAS, These children are mentally capable of performing good work which is equivalent to work performed by those students who have dominance in the English language; and

WHEREAS, Due to their inability to fully comprehend the English language, many of these children are often placed in classes for slow learners and this prolongs their enrollment in school and causes undue financial hardship on their families; and

WHEREAS, Bilingual education has proven to be successful, by systematically and sequentially teaching English by using the child's primary language, in helping the partial dominant or nondominant in the English language succeed in school; and

WHEREAS, Bilingual education shows promise of helping these children achieve total success in their stays in school; and

WHEREAS, The First Annual International Multilingual Multicultural Conference will be held in San Diego, April 1 through 5; now, therefore, be it

Resolved by the Assembly Rules Committee, That the Assembly designate the week of April 1 through 7 as "California Bilingual Education Week"; and be it further

Resolved, That the Assembly of the State of California extends its most sincere wishes to the participants for a successful and productive conference; and be it futher

Resolved, That the Chief Clerk of the Assembly transmit suitably prepared copies of this resolution to the Multilingual Multicultural Conference and its Chairman, Gilbert Martínez.

Resolution No. 140
Approved by the Assembly Rules Committee

By John L. Burton
John L. Burton
Chairman

Subscribed this 22nd day of March, 1973

Bob Moretti
Bob Moretti
Speaker of the Assembly

PREFACE

THE FIRST ANNUAL MULTILINGUAL MULTICULTURAL INTERNATIONAL CONFERENCE has as its primary mission to highlight, support and demonstrate the methods of bilingual bicultural programs presently in progress in various states throughout the nation. Bilingual bicultural education is a renaissance in education, a philosophy that is creating a new spirit of humanism as evidenced by the chosen theme: "CHILD *plus* FAMILY *plus* SCHOOL *equals* TOTAL EDUCATION."

The primary mission of the conference was to focus totally on the student who has a primary language other than English as his language of conceptualization. Any other philosophy was secondary. The conference attempted to illustrate the need for bilingual bicultural education in which a student, using his primary language, gains access to an academic world within which he capitalizes on his cultural heritage and enriches his cognitive and verbal processes. The need for bilingual education is great; the demand is evident; the philosophy is clear.

In the opinion of the program committee, composed of Chicanos, Native Americans, Chinese and Anglos, calling the conference a bilingual conference would not truly take into account the twenty-plus languages currently in use throughout the United States in bilingual bicultural programs, nor would such a title encompass the international representation from Brazil, Spain, Portugal, China, Guam, Guatemala, Mexico and other countries.

One major goal was pursued throughout the planning process of the conference. Every effort was made to have truly all the ethnic groups receiving Title VII funds represented. The result was an outstanding multi-ethnic representation at all levels of the conference proceedings.

The conference, from the many letters received, achieved its goal. Evaluation sheets turned in clearly support this position. The beautiful city of San Diego and its sister city of Tijuana, of equal beauty, added to the bilingual atmosphere, and the outstanding cooperative effort between diverse organizations and individuals contributed to the overwhelming success of the conference. Over 200 volunteers, the program committee, the Materials Acquisition Center, the Chicano Federation and the Town & Country Hotel all deserve recognition for a job well done.

The next conference, regardless of its title, will recognize the same needs in bilingual bicultural education: to educate students in the language they know best in a bicultural mode while at the same time teaching them the English language. Thus, bilingual development requires bicultural experiences to stimulate bilingual thinking.

Bilingual bicultural education is a powerful positive psychological experience for those once deprived of using two languages. It creates strength from within that leads to a passion for excellence. Let us work together to achieve this excellence. It is our responsibility to produce a citizen of the world, for the next generations will demand this.

PROLOGO

Esta obra refleja los procedimientos de la Primera Conferencia Internacional Multilingüe y Multicultural llevada acabo en la ciudad de San Diego, California, en los días dos al cinco de abril de 1973. La conferencia fue patronizada por ambas Direcciones Generales de Educación del Estado de California, y de los Estados Unidos en Washington, D.C.

La concurrencia a esta suntuosa conferencia en pro de la educación bilingüe bicultural, fue ciertamente vasta, en exceso de 4,000 participantes, representando no solo diversas regiones del país sino diversos países del extranjero.

El Centro de Diseminación de Educación Bilingüe y Bicultural ubicado en la ciudad de Austin, Texas, en mútua cooperación con el Departamento de Educación del estado de California y la Oficina de Educación Estado Unidense en Washington, D.C. se complace en la publicación y distribución de los acontecimientos de dicha conferencia a base de 120 abstractos de las presentaciones conducidas por consultantes profesionales que forman el contenido de este documento.

Sírvanse pues, estos acontecimientos como inspiradores documentarios que lo son, sobre el concepto de la educación bilingüe en los EEUU.

He aquí pues un documento útil en la preparación de profesorado, el desarrollo continuo de personal docente y recurso práctico bibliotecario que se sirviera ámpliamente para reflejar los aspectos históricos de la educación bilingüe bicultural sobre el país.

Juan D. Solís
Director, Dissemination Center for
Bilingual Bicultural Education

KEYNOTE ADDRESS

Juan Aragón
Director
Cultural Awareness Center
University of New Mexico
Bicultural Children's Television
Oakland, California

Dr. Juan Aragón addressed himself to the "Cultural Conflict Inherent in the Traditional Curriculum." He drew from the concepts of Maslow, Kelly, Coombs, and Rogers and their theories of emotional crippling as discussed in the book ***Perceiving, Behaving, Becoming***. Basically these concepts state that the individual perceives himself as others perceive him. Other persons tell him who he is by the way they look at him, how they talk to him, and by their body language. The individual behaves in harmony with how he preceives himself, and once he begins to behave in a certain way, he becomes that kind of human being. Aragón applied these ideas to the experiences of a minority child in our public school system. He gave examples of how a student begins to feel ashamed of himself and his heritage because of differences between his culture and the Anglo culture. These differences are found in language, diet, dress, socialization patterns, and values. For example, our institutions teach that a certain diet builds healthy bodies. When a Mexican-American child sees that the food he eats is different, he begins to feel that it is wrong. He starts to perceive himself as a bad person. Aragón said that an institution can only be great to the degree that it adjusts to the child, yet we educators continue to insist that the child adapt to the institution. This is our major sin.

Aragón described the four-stage acculturation syndrome: (1) Bewilderment. The child does not know what has beauty, merit, goodness, and truth as he is thrust into a new system of values and practices; (2) Rejection. The minority child rejects all aspects of his culture to which he attributes his lack of success. He becomes more Anglo than an Anglo. Most minority groups disappear in this stage of rejection; (3) Pseudo acculturation. The person begins to practice his own culture. He takes from both cultures like a parasite and adds nothing to either; (4) Biculturalism. This stage transpires when, once having identified the virtues of two cultures, an individual actively participates in propagating them both. A child who is culturally different traverses the first three stages as he progresses through 12 years of schooling. No minority group has ever made it through all four stages. Enough is now known about how children learn that the trauma of the first three stages of the acculturation syndrome can be eliminated and emotionally healthy, bicultural children can be produced.

Dr. Aragón also referred to Maslow's hierarcy of basic human needs and suggested that educators adjust them to the culture of the student.

The United States is the fifth largest Spanish-speaking country in the world: this human resource needs to be developed and nurtured. Juan Aragón said that a human mosaic of different colors and lifestyles makes life more interesting, and he declared that Americans should make the mosaic of the country a positive force, by perceiving people's differences as strengths. He closed by reading in Spanish and English one of Bequer's ***Rimas*** and he applied the poem to the teaching of bilingual children. They need to be encouraged to stand tall and walk so that they can grow up to be good citizens. Good citizens build strong countries, and that is what we all want.

NEEDS ASSESSMENT FOR BILINGUAL EDUCATION

Chairman: Vince Bello
Billingual/Bicultural Task Force
Sacramento, California
Panel:
John Lum
Rockefeller Fellow
Portland, Oregon
Mahlon Marshall
Consultant, Indian Education Unit
Bilingual/Bicultural Task Force
Sacramento, California
Sara Persley
Community Center
San Diego, California
Hernan La Fontaine
Executive Administrator
Office of Bilingual Education
City of New York
Toni Metcaff

First panelist:

Sarah Persley spoke of Assembly Bill 2284 of the State of California which provides that school districts determine educational achievement levels and the subsequent needs for bilingual programs. The determination is a "needs assessment," and it is verified by a school district advisory committee composed of parents of potential participants in the bilingual program. Ms. Persley stressed the need for parents and community members to actively participate in order to produce a sensible needs assessment.

Second panelist:

Toni Metcalf defined needs assessment as applied to the implementation of the educational program. She described the data which must be gathered: (1) Identification of groups by number, percentage, concentration, age, grade, ethnic composition, family economic level, and academic level of the parents; (2) Academic achievements as shown in previous school records; (3) Attitudinal growth of population (self-image); (4) Assessment of present curricular programs; (5) Assessment of staff in academic training and acquired knowledge; (6) Auxiliary services available in terms of human, physical, and financial resources.

Third panelist:

Vince Bello treated both factors of the needs assessment definition. The first aspect is a description of what exists at the present time. The other aspect is to describe what the desirable goals and objectives are. The area between these two factors is a gap called the *need*. Key to the development of an instrument that provides appropriate information is the ability to ask the right questions of the right people (students, teachers, parents), according to Bello. As a reality check, needs assessment is only as good as the truth that it reflects. If the wrong questions are used or the wrong people asked to respond, the wrong information will be gathered, and a program will be built that is so far out of tune that it will cause alienation and a high rate of drop outs.

Fourth panelist:

John Lum talked about the needs assessment for Asian groups. He feels that these groups are in serious trouble because they suffer from an environmental deficiency. The Asian is not trained in social science and leadership. Instead the technical areas have been stressed in his education; consequently, there is a need for a special training program to help Asians "see out of their narrow bag." He mentioned the need to develop intellectual and decision making skills and values clarification.

Fifth panelist:

Mahlon Marshall stated that one of the objectives in the California State Department of Education for this year is a comprehensive needs assessment for the Native American children. An attitudinal survey of parents, teachers, administrators, and students has been conducted. The second phase will involve collecting of base line data. He agreed with the other panelists that needs assessment should start at the grass roots level.

Sixth panelist:

Hernan La Fontaine stressed the needs of students in terms of their native language, their second language and other curriculum areas dealing with their cultural heritage. Secondly, the needs of the various programs, should be investigated. He mentioned the need for minority groups to develop group identity and self-confidence. He felt that the top priority in bilingual bicultural education should be programs for ethnic groups whose primary language is other than English. In New York City 150,000 children speak no English and only approximately 6,000 are being reached by bilingual programs. All these children should be reached before bilingual education expands to include others.

EARLY CHILDHOOD AND BILINGUAL EDUCATION

Theodore Andersson
The University of Texas at Austin
Austin, Texas

Dr. Andersson noted that educators are presently engaged in testing the hypothesis that under favorable conditions bilingual bicultural schooling will improve the education of both bilinguals and monolingual Anglo children and at the same time will contribute toward a healthier society.

What are the conditions needed to assure a program of such quality that the hypothesis is confirmed? Educators generally agree on most of the prerequisites: a socio-economic-cultural survey of the community; clear-cut statements of philosophy, rationale, goals, and objectives; participation by various sectors of the community in the planning and conduct of the program; an adequate program design, including staff, curriculum, methods, materials, and evaluation; provision for correction of program defects; and an adequate description of the program at each stage for the benefit of other interested communities.

Other conditions, though not universally accepted, hold the promise of greatly enhancing the effectiveness of bilingual bicultural education. These conditions are suggested by the extensive research that has been done in early childhood language acquisition. According to this research, ages two to five are a most favorable time for learning languages in a natural cultural setting. Beginning bilingual education at age three, two, or even earlier opens up a whole new vista. There is a wealth of evidence which indicates that children at this time of life not only learn their own language at a furious rate, but also absorb other languages and cultures to which they are exposed under natural conditions. This period also seems to be a most favorable time for artistic, literary, and musical expression, all of which provide invaluable reinforcement for bilingual bicultural learning.

This extension of bilingual bicultural learning into the nursery school and into the home calls for the mastery of new techniques of teaching and new styles of learning. Some of these innovative methods are pupil-initiated activities, an emphasis on play, early reading and writing, a more open classroom, a tutorial play relationship between children of school age and younger siblings at home, and a close collaboration between teachers and parents.

In short, the fusion of advances made in the fields of early childhood learning and bilingual bicultural schooling gives promise of a significant new advance in American public education.

IQ AND THE BILINGUAL INDIVIDUAL

Juan García
Department of Psychology
University of Utah
Salt Lake City, Utah

Juan García, whose most recent studies have included biological constraints on conditioning and learning as well as brain and behavior, discussed what IQ means and why it cannot be used to compare cultural groups. He stated that the IQ number represents the relative standing in an equal opportunity group on an Anglo-American achievement test for scholastic separation. The quotient is empirically validated and assumes maximum motivation to achieve in the particular domain of items. The original designers of tests such as the Stanford Binet used only Anglo-Americans for the standardization group. There was equal distribution of what Dr. García terms male and female items. That is, there were certain items on which males score well and other items on which females are most capable. Equal distribution was not applied to different cultural groups. Therefore, IQ scores cannot be used to compare cultural groups.

Dr. García referred to Jane Mercer's research on the labeling, based on the IQ scores, of minority children as mental retardates. As Dr. Mercer, he feels that Jensen's labeling of an ethnic group as superior or inferior because of IQ is invalid. Dr. García spoke of the lack between the item and the gene which depends on a value judgement. Jensen's study reflects his original bias. García said that there was no unbiased variance between groups and concluded by stating that IQ represents *within* group variance. It can never be used to make a distinction between groups.

CROSSCULTURAL COMMUNICATION: THE QUEBEC EXPERIENCE

Lise M. Simard
Department of Psychology
McGill University
Montreal, Quebec, Canada

The theme of Ms. Simard's lecture was that formal second language training is not the only essential factor involved in effective crosscultural communication in a multi-ethnic setting. She described a series of experiments conducted in Montreal, a city inhabited by French and English people who have very little contact with each other. The experiments tested the hypothesis that lack of interaction is not necessarily a result of poor second language skills. Thus English and French Canadians were placed in a situation where communication was necessary in order to perform a task. Competence for communication in this context was measured with workers in a factory, high school students and college students. The results dramatically demonstrated that crosscultural communication is as effective as within group communication and that language skills are not a deterrent to effective interaction.

Ms. Simard stated that further studies point to the role of important motivational factors which deter crosscultural interaction: lack of awareness of the other group's norms, negative attitudes and expectations, and strong ethnic identity. She suggested ways motivation for interaction may be integrated into second language learning in school curricula.

CIVIL RIGHTS COMMISSION AND HOW IT AIDS BILINGUAL EDUCATION

Cecilia Preciado de Bruciaga
Civil Rights Commission
Washington, D.C.
Abstract not available.

TEACHER TRAINING IN CHICANO STUDIES

Raquel Montenegro
California State University
Los Angeles, California
Abstract not available.

BILINGUALISM AND CAREER EDUCATION

Ed Moreno
Principal
San Fernando Valley High School
Los Angeles, California
Abstract not available.

CONCURRENT TEACHING TO TEACH A CONCEPT

Ramiro García
Project Director
Title VII Bilingual Schools Program
Los Angeles, California

Ramiro García discussed the optimal bilingual program and stated that it would provide for the following considerations in meeting the needs of the pupils: (1) Retention and development of the home language including speaking, reading, and writing skills; (2) Acquisition of the second language and its listening, speaking, reading, and writing skills; (3) Acquisition of concepts through concurrent teaching; (4) Development of positive self-images; (5) Development of positive multi-cultural awareness.

García described the bilingual curriculum model for the Los Angeles Title VII Program. It employs the concurrent use of both Spanish and English as languages of instruction in the content areas. The teacher explains each concept in one language and then immediately in the other language, taking care to explain each concept only in terms of the language being used. The purpose of this concurrent mode is to facilitate learning for the pupil in the language with which he is most comfortable. Although teaching of a second language is not the intent of this approach, pupils are taking the all-important first step in learning a second language by hearing it spoken in a meaningful situation.

Two separate reading programs are vital components of the bilingual curriculum, according to García. Pupils who are dominantly Spanish speaking receive reading instruction totally in Spanish during their reading period. The converse is true for those who are dominantly English speaking. Spanish speakers are also given instruction in English as a second language and English speakers receive Spanish as a second language instruction. In addition, all instructions relative to student performance and participation during the lesson are given in the pupil's dominant language in the initial stages of the second language program.

García concluded by listing the advantages of the concurrent mode: it maximizes communication, facilitates concept acquisition, maximizes exposure to second language, develops home language, economizes on use of teaching time, promotes student participation, fosters intercultural appreciation, maximizes opportunities for academic progress, fosters positive self-concepts, and maximizes social interaction.

COMMUNITY INVOLVEMENT IN BILINGUAL EDUCATION

José Armas
Child Development Coordinator
Home Education Livelihood Program
Albuquerque, New Mexico

The definition of objectives of bilingual education must be clarified before productive dialogue and action can occur, according to José Armas. He warned that it was dangerous to assume that all programs have the same objectives and philosophies. Otherwise, bilingual educators run the risk of confusion that has surrounded the idea of "open education."

He continued by saying that if educators are promoting bilingual education for the purpose of equipping the non-English-speaking child with skills to negotiate the public school system, then they can talk of community involvement in one particular way, perhaps informal, sporadic, in an advisory capacity, or even in minor policy-sharing roles. However, if bilingual education is for the purpose of facilitating the development of a truly bicultural, bilingual individual who behaviorally maintains his cultural differences then the issue of community involvement takes on a completely new role. The implications of this philosophy are revolutionary for public school systems, and community involvement then becomes a wheel without which the educational vehicle cannot function.

Armas concluded that once the decision is made as to which type of bilingual education is needed, then attention can be turned to developing models with built-in flexibility so they can be adapted to particular schools and districts.

THE ROLE OF THE COMMUNITY IN EDUCATION

Morrie Krear
Bilingual/Bicultural Task Force
Department of Education
Sacramento, California

Morrie Krear described the recent educational legislation which will soon provide approximately $1/2 billion to public elementary and secondary schools in California. To obtain these monies, school representatives must develop comprehensive plans which involve the community. Dr. Krear stated that the problem of *how* school representatives can achieve this aim is open to question.

Whatever system of community involvement is developed, it must have three components: modes of involvement, methods of data processing, and definitions of settings. Modes of involvement refer to (1) the general and impersonal ways school representatives can and do obtain, study, and interpret various community expressions; (2) specific and personal ways school representatives can and do obtain, study, and interpret particular community expres-

sions; and (3) the public and private ways school representatives can and do develop, study, choose and communicate alternatives. Methods of data processing are the mechanics of gathering, compiling and presenting community expressions. Definitions of the settings are the designation of places, times and dates.

Finally, Dr. Krear described the nature of the evaluation. The products derived from the preceding operations should be evaluated by the way they take account of social reality; that is, by the way they address three general questions: (1) Why are these people expressing these expectations? (2) Who are the people expressing these expectations? and (3) What should be done next?

INTERGROUP AWARENESS IN A MULTICULTURAL SETTING

Charles E. Godoy
Bureau of Intergroup Relations
Department of Education
Sacramento, California
John Summerfield
Consultant -Intergroup Relations
Department of Education
Sacramento, California

This session summarized the factors involved in growing awareness of the uniqueness of each ethnic group comprising our society. The melting pot is being increasingly perceived as a "tossed salad." Groups are searching for greater relevance in their lives. A concomitant factor has been the very effective efforts of the advertising media to create a desire for all the comforts that make for "the good life." Along with this desire has developed a recognition that one must have certain middle-class occupations in order to participate in the activities promoted by the media.

Groups are becoming increasingly cognizant of the role the media plays in helping their children see that becoming a member of the middle class is actually realizable.

The push for equality is evident in the media as well as in other areas. In the media different groups have worked to have individuals with whom their children identify appearing on commercial stations in roles which project a favorable image. Programs on UHF and cable stations have been devoted to the concerns of specific groups, and ethnic publications have been increasingly successful. Advances in other areas include affirmative action hiring programs, recognition of ethnic holidays, strengthening and development of ethnic clubs, and growth of ethnic studies programs.

The American people are beginning to realize that the diversity of their nation and the development of each group's cultural richness and identity will make for a stronger and richer America.

REPORT ON THE INVITATIONAL CONFERENCE ON STUDENT ASSESSMENT IN BILINGUAL EDUCATION, MARCH 1973 PUERTO RICAN EDUCATION ASSOCIATION

Genis Meléndez
Brandeis High School
New York, New York
Sonia Rivera
Brandeis High School
New York, New York

Abstract not available.

THE CLASSROOM AS A SOURCE OF CURRICULUM

Vera John
Associate Professor of Educational Foundations and Linguistics
University of New Mexico
Albuquerque, New Mexico

Three stages of learning in the classroom were discussed by Ms. John. The first consists of helping children become conscious learners: encouraging them to use their existing knowledge, while helping them organize, articulate, and communicate it. For instance, a child's knowledge of "seriation" is based upon experiences in his particular environment (language, culture, geography, class); this knowledge can be reinforced and shared with others in the classroom. The second stage of learning involves the development of new

systems of symbolization, such as the written language, and the exposure of children to manifold resources within their schools and larger communities. Thus, children learn both to communicate with others by using their existing skills and to explore and incorporate within themselves new systems of knowledge. Thirdly, the young student in the public school system is now equipped to actively participate in settings where work and learning are meaningfully combined: newspapers, hospitals, scientific laboratories, community organizations.

With this perspective on learning, commercially prepared curricula becomes an auxiliary or an aid to the teacher, after she/he has exhausted the available resources of the classroom: namely the children themselves and the teachers within the school whose knowledge, skills and enthusiasm can complement each other.

THE MIAMI EXPERIENCE IN BILINGUAL EDUCATION

Herminia Cantero
Assistant to Director
Bilingual Education
Dade County Project
Miami, Florida

Abstract not available.

STUDENT VIEWS OF BILINGUAL EDUCATION FROM THE UNIVERSITY

Chairman: Horacio Osuna
Chicano Federation
San Diego, California

Panel: Mecha Central

Abstract not available.

LA ALFABETIZACION Y LA EDUCACION BILINGÜE EN MEXICO (IN SPANISH ONLY)

Fernando Trejo Carrillo
Director Federal de
Educación del Estado de
Baja California
Mexicali, Baja California
México

BILINGUALISM AND THE HUMAN DEVELOPMENT PROGRAM

Uvaldo Hill Palomares
President
Institute for Personal
Effectiveness in Children
San Diego, California

"Children learn to speak better when they feel that there is somebody who really wants to hear what they have to say," Dr. Palomares told a very large audience who had gathered to hear his lecture. He went on to say, "We are constantly working and succeeding at better ways to teach children to speak, but we should be directing more of our attention to better ways of listening to them and trying to understand them when they wish to express their feelings and ideas. This is a vital component of language learning. If all you do is present materials to children—no matter how good they are, or how well you do it, it's all in a vacuum if you don't listen to and appreciate their spontaneous expressions. This applies to written expression, too. If the child knows you're interested and you will listen or read what he is writing for the content, he'll concentrate more on what he is expressing and how he is expressing it. He'll be more willing to learn."

Dr. Palomares pointed out the importance of educational practices which, when carried out, convince the child that he is truly being heard, thereby creating an atmosphere in which he will cooperate more fully with the learning process. He explained that the *Human Development Program,* of which he is a co-author, is one such program. It is structured to bring about mutual acceptance and respect between teachers and children and among children

themselves, via oral language and listening experiences which promote personal effectiveness. Not a language learning program per se, the *Human Development Program* is carried out via oral communication and reinforces each child's self esteem; develops an awareness of his feelings, thoughts, and behaviors, and those of others; and increases his knowledge of social interaction.

Dr. Palomares pointed out that the *Human Development Program* is closely related in terms of objectives and practices to effective bilingual education programs which focus on linguistic development through positive approaches. The key common objectives of these programs are the following:

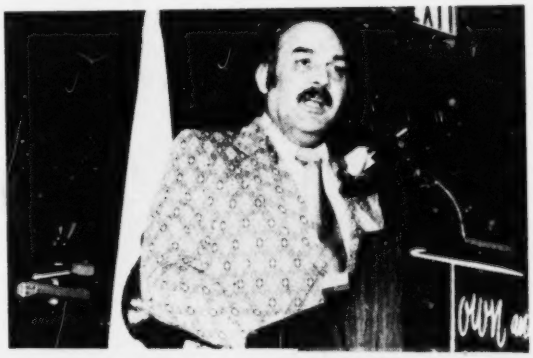
1. To present learning experiences which are based on a concern for the child's feelings about himself.
2. To increase the child's ability to communicate effectively and appropriately at all levels and in all situations with others and to help him realize that this ability is a great asset.
3. To utilize the child's background, traits, feelings, thoughts and behavior as relevant material to be shared with others and learned in the classroom.

Following a values clarification exercise to promote awareness of personal values within each participant, Dr. Palomares led the entire audience in a *Human Development Program* activity. In the exercise, each person was invited to verbally share a personal feeling of a positive nature in a small group and to have an opportunity to know that he or she was listened to. At the end of the exercise Dr. Palomares reviewed the experience with the participants, emphasizing the importance of the structure of the activity which promotes effective listening skills.

Dr. Palomares concluded his lecture and exercises by stating, "It always amazes me how rapidly people can learn to communicate well. The problem is getting them to do it. But once they try it they like it. Go to your classrooms and create conditions in which kids will feel listened to. Force yourself if necessary. I know you can do it if you decide to."

TEXAS BILINGUAL EDUCATION: ITS PROGRESS AND SETBACKS

Severo Gómez
Assistant Commissioner of Education
Office of International
and Bilingual Education
Austin, Texas



Dr. Severo Gómez told his audience how five years after a number of bilingual education pilot programs, in which two-language instruction was used, the state of Texas established the Office of Bilingual Education with an Assistant Commissioner at its head in 1968.

He explained that a Statewide Design for Bilingual Education was developed in 1968 and approved by the State Board of Education to give direction and guidance to bilingual education programs on a statewide basis. The Texas model has six components: (1) The basic concepts initiating the child into the school environment are taught in the language he brings from home; (2) Language development is provided in the child's dominant language; (3) Language development is provided in the child's second language; (4) Subject matter and concepts are taught in the child's second language; (5) Subject matter and concepts are taught in the child's dominant language; (6) Specific attention is given to develop in the child a positive identity with his cultural heritage, self-assurance, and confidence.

In 1968 the first bilingual education bill was passed by the State Legislature. The Bill introduced by Representative Carlos Truán of Corpus Christi permits bilingual education on an optional basis. New legislation has been introduced in both the Texas House and Senate to make bilingual education mandatory.

Dr. Gómez concluded by stating that there is optimism that state monies will be provided for the training of teachers, extending their contracts, and placing bilingual textbook materials in the state textbook adoption system.

RELEVANT EDUCATIONAL EXPERIENCES FOR BILINGUAL STUDENTS

Barney Old Coyote
Professor and Director
American Indian Studies
Montana State University
Bozeman, Montana

"During my lifetime I have been privileged to observe many American Indian students succeed in the schools of this country. I have also been fortunate enough somehow, sometimes to excel in the educational field particularly in the classroom, the classroom where so many Indians have found failure.

"However, I have seen friends, relatives, and other Indians characterized as failures, failures in school and failures in life primarily because they failed in school. They were said to have failed, but if one were to look closely at their situations and how the educational system in this country related to them, if you looked at their particular needs as members of a minority people in this country, you would probably agree that it was not they who failed but rather IT WAS THE SYSTEM WHICH FAILED THEM! This failure is so great that we now have statistics which challenge the imagination to now do something for this most deprived American minority in the field of education.

"When we speak of statistics on the American Indian, we need to recognize that this does not include all Indians. There are reservation Indians, as there are non-reservations Indians. We have Indians who were reservation-based but who have now moved to urban areas, carrying their bilingual and bicultural situations with them to new settings. The United States Government established tribes who were federally recognized and established federal reservations for them. There are other Indians who do not belong to this category, and hence they are referred to as non-federally-recognized Indians. This country remains a virtual economic, social, and political island within the system, expecially in education because of the many different institutions that educate Indian students. We have public schools, which are the biggest educators of Indian students, along with parochial schools, which have become the whipping boys of Indian education. All this contributes to an inconsistency of approach where Indian education is concerned.

"The major problem areas in Indian education are: irrelevance of traditional education programs as applied to bilingual students; significance of language in the minority student's cultural background; importance of tradition, practices, and value systems as characterized by language differences; need for teachers to be exposed to typical bilingual situations before they teach bilingual or minority students; and imprecise cultural and language differences, which necessitate an orientation to bilingual situations generally across a broad spectrum of cultural details leading from cultural inconsistencies.

"I would like to share with you some things which I believe we could and should do for bilingual students. There is a need, to begin with, to involve parents, students, institutions, and members of the minority in determining the direction and thrust of bilingual programs. This is not to be done primarily by the school, school district, or school administrators. Once the need and direction are expressed, THEN the school should aid in the development of a program designed to meet the expressed needs. Finally, evaluation of the program's adequacy, effectiveness, and efficiency should be measured in terms of acceptance by the minority target population, not by the institutions."

TRANSFER VS MAINTENANCE IN BILINGUAL EDUCATION

Ernest Mazzone
Director
Bureau of Transitional Bilingual Education
Boston, Massachusetts

The underlying theme of Dr. Mazonne's paper was the social responsibility of the school to meet the needs of all children, including its obligation to lessen the differences in cognitive, affective and physiological growth caused by social class and multilingual multicultural backgrounds. He advocated that two languages must be used in concept development and that the treatment of the languages must meet the needs of learners. Learning situations must also be integrated for reinforcement, and they must emphasize conceptualization of the knowledge-acquisition process. The process should be one of discovery.

Dr. Mazzone discussed the philosophy, goals and objectives of a maintenance program and a transfer program and gave examples of three models: Coral Way, Title VII, and Massachusetts State Statute. The piecemeal approach of Title VII was one example of the weaknesses of the maintenance programs, and the inadequacies of the transfer program did not meet the needs of the children. Problems involved teacher recruitment and training and cur-

riculum development among others.

The Massachusetts experience was treated as a related issue. The political, social, and legal aspects were considered. Questions were raised, such as "Do social geography and other related factors determine the bilingual model to be used in different parts of the country?" and "What is the constitutionality of bilingual education?"

THE CALIFORNIA EMR LAWSUITS AND THEIR IMPLICATIONS FOR NATIONAL BILINGUAL BICULTURAL EDUCATION STRATEGIES

Henry Casso
Transitional Bilingual Education
Amherst, Massachusetts

This presentation centered on the study of the three EMR California law suits in Santa Ana, Soledad and San Diego. The common issues which consistently ran through each of the law suits were identified as well as the causes of these cases. Dr. Casso showed these law suits reflect the educational issues of the Mexican American and other linguistically and culturally diffe : children in the United States. In his opinion the conditions manifested by the three California EMR law suits are reflective of similar if not worse conditions in other states.

Data from other states such as New Mexico, Texas, Indiana, Illinois, Wisconsin and Michigan were discussed. Dr. Casso feels the data found in the EMR law suits is but a product of the Melting Pot educational philosophy which has guided the public educational system of the United States for over 200 years. He offered some major recommendations based on the educational philosophy of bilingual bicultural education as an alternative for the present U.S. public education enterprise. Dr. Casso showed the implications which EMR education has for bilingual bicultural educational strategies both for the present and the future.

THE RYAN ACT: NEW DIMENSIONS, DIRECTIONS, AND OPPORTUNITIES

George Gustafson
Executive Secretary
State of California
Department of Education
Sacramento, California

Abstract not available.

TEACHING READING TO BILINGUAL CHILDREN

Eleanor Thonis
Director, Reading Center
Marysville School District
Olivehurst, California

Central to Ms. Thonis' presentation were three concepts: the nature of the reading process, the nature of the bilingual child, and reading programs which best serve the bilingual child. The notable feature of the reading process she underscored was that oral language grows out of experiences and opportunities to hear, to understand and to speak, according to the conventions of the language used by the family into which one has been born. Subsequently, if the language has a written form, oral language proficiency forms the basis for the acquisition of the conventions of the specific writing system. There is, then, an undeniable interdependence between experience and oral language and between oral language and written language. Language symbols are used to decode, encode and store experiences; oral language can be represented by written language.

It seems imperative, according to Ms. Thonis, to give more thoughtful attention to the expression "the bilingual child." Languages have eight recognizable dimensions which the fluent and literate person controls. They are part of the oral band (phonology, morphology, syntax,

vocabulary, meanings) and the written band (written presentation of structures, vocabulary, and meaning). Thus, a bilingual who is capable of functioning, by Webster's definition, with equal facility is manipulating sixteen separate and mutually supportive facets of both languages. He is an enormously gifted individual, expecially in the U.S. where the monolingual, monolithic mentality has stifled the growth of bilingualism for centuries. When the complexities of the concept of bilingualism are examined more thoughtfully, it becomes obvious that unless the languages are specified and the boundaries qualified, the designation *bilingual child* tells very little about his real language competence. Conceivably, he may listen and understand but not speak; or understand and speak but not read or write; or read but not write; or write and read but not speak. It is vital to determine as accurately as possible the extent of the child's language facility and to apply the bilingual label with much greater precision if it is to be of value in planning his educational program.

In schools of the United States, the practices of the past have burdened many non-English speaking pupils by expecting them to acquire a set of written symbols for which they have neither oral language, *nor* referent in their repertoire of experience. The student not only must be bilingual but biliterate as well. Eleanor Thonis stressed that before a child is led through the intricacies of the English vowel system and the ill-fitting speech and print associations, he must be provided with control of oral English. The reading plan for pupils who are expected to learn to read and to write in two languages must follow the principles of language learning and must be sequenced appropriately to insure mastery and to reduce interference. Ms. Thonis suggested that the preliterate young pupil be kept out of a formal reading program in English until such time as he has developed a good command of oral English and a firm grasp of the writing system of his first language. Children who have a grasp of their own system can transfer readily these reading skills to another system. The most important behavior which the child may transfer is the feeling of accomplishment, of the power of *I can read.*

THE ROLE OF THE SCHOOL BOARD IN SUPPORT OF BILINGUAL EDUCATION

Ernest Azhocar
Member, Board of Trustees
Sweetwater Union High School District
Chula Vista, California
Robert Baker
Member, Board of Trustees
National Elementary School District
National City, California

Abstract not available.

CURRICULUM DEVELOPMENT IN PROJECT FRONTIER-BILINGUAL EDUCATION

Adel Nadeau
Resource Teacher
Project Frontier
Nestor School
Imperial Beach, California

Adel Nadeau carefully tied the objectives of bilingual education to actual practice in her workshop on curriculum development. She coordinated her presentation with two bilingual teachers in the program at Nestor School, where Spanish and English speaking children are both becoming bilingual.

The presentation was divided into three main sections concerning basic methodology for elementary grades: (1) Beginning reading in Spanish; (2) Spanish as a second reading language; (3) Concept development in the second language.

These three areas were discussed along with the theme of teacher development of curriculum. Participating teachers were asked to develop lessons, worksheets, or objectives for particular lesson topics. Other teachers monitored the activities and participated in discussions during small group sessions.

MULTIMEDIA LEARNING SYSTEMS AND BILINGUAL EDUCATION

Alberto Villareal
Coordinator
Bilingual Education Center
San Antonio, Texas
Jack Ferruaci
Sutherland Learning Associates
Los Angeles, California
Arcadia H. López
Bilingual Education Center
San Antonio, Texas

The central focus of this presentation by Dr. Villareal was the display and discussion of the Multimedia Learning System for Mexican American children in Kindergarten and First Grade developed under a grant from ESEA Title VII. The development of the system is a cooperative effort between the San Antonio Independent

School District, San Antonio, Texas, and Sutherland Learning Associates, Los Angeles, California.

The system is comprised of thirty integrated units consisting of animated color films, filmstrips, audiotapes, student worksheets, teacher's guides and assorted visual aids covering social studies content in both English and Spanish.

The learning system is designed (1) To bridge the gap between home and school by bringing the child's out-of-school life, language, and culture into the classroom; (2) To promote language development in both Spanish and English; (3) To provide critical-thinking, work-study, and social relationship skills through the social sciences; (4) To engender pride in cultural heritage and a healthy concept of self.

The movie *Happy* was shown to illustrate one component of the system. Mr. Ferruaci and Mrs. López also demonstrated key lessons for the participants.

Thirty-three classrooms in 12 schools in the San Antonio Independent School District are using the Multimedia Learning System this year. The district is responsible for the content of the units and the classroom testing required to verify the effectiveness of the system. The California sub-contractor translates the content into media form, utilizing the talents of writers animation artists, musicians, actors, and consultants.

COMMUNITY INVOLVEMENT IN BILINGUAL EDUCATION IN SAN JOSE

Robert Aguilar
Past President, AMAE
San José, California
Abstract not available

PRIDE OR PREJUDICE

Alicia Pérez, Francisco Ventura, Ester Ventura, Benicio Reyes, Gerry Kanoon
Consultants, Bilingual Program
Chicago Public Schools
Chicago, Illinois
Abstract not available.

RELEVANCY OF THE BARRIO SCHOOL TO BILINGUAL EDUCATION

Irma Castro
La Escuela del Barrio
San Diego, California
Abstract not available.

PRELIMINARY FINDINGS FROM BILINGUAL PROGRAMS CONCERNING (1) OPTIMAL TIMES FOR THE INTRODUCTION OF READING IN THE SECOND LANGUAGE (2) METHODS OF TEACHING CONTENT AREAS BILINGUALLY: FREE LANGUAGE ALTERNATIVES OR LANGUAGE SEPARATIONS

Carmen Perez
Brandeis High School
New York, New York
Carmen Rodríquez
Brandeis High School
New York, New York

The session began with a presentation by Miss Carmen Pérez on a survey of all operative Title VII projects in 1969-70. The survey was conducted by Project Best (Hunter College, 695 Park Avenue, New York, N.Y.). Information for the questionnaire was compiled from each project's funding proposal and put in a content analysis format. Each questionnaire was then sent to the appropriate project director for verification.

Results indicate that many of the projects were not meeting Title VII guidelines for bilingualism, yet managed to obtain funding anyway.

Carmen Rodríquez spoke of her own project in School 76, Buffalo, New York. She dealt with the difficulties of finding trained personnel with the expertise necessary to carry out virtually any bilingual project. She also discussed the high degree of concern over accountability regarding bilingual education programs as opposed to other programs.

The consensus of opinion during the group discussion which followed was that standard English and standard Spanish should be the objective of each project—that the teacher should not mix languages, but rather be consistent in using the dominant or mother tongue language exclusively.

TEACHING A READING BILINGUAL OR LANGUAGE EXPERIENCE APPROACH

Stan Levenson
ESL Specialist
Sweetwater Union High School District
Chula Vista, California
Lillian Jimenez

Resource Teacher-Title VII
Project Frontier
Southwest Junior High School
Chula Vista, California

Abstract not available.

EL ENFOQUE SOCIO-CULTURAL Y POLITICO DE LA REFORMA EDUCATIVA EN MEXICO (IN SPANISH ONLY)

José Rendón Monsón
Director General de
Educacíon Extra-Escolar
en el Medio Indigena
México

BILINGUAL EDUCATION AT THE UNIVERSITY LEVEL

Rosaura Sánchez
Acting Assistant Professor
Literature/Third World Studies
University of California at San Diego
La Jolla, California
Bernard J. Santana
ESEA Counselor and Title I Director
Grossmont Union High School District
La Mesa, California

"The Chicano population of the Southwest is, in a very special sense, an internal colony of the United States," stated Rosaura Sánchez in her workshop. "When colonization takes place, all the characteristics of the native society are liquidated, even while the mother country refuses to integrate the natives and denies them access to its advantages. For the subject people this inevitably means economic and political exploitation as well as the extinction of their culture, their customs and sometimes even their language."

Ms. Sánchez went on to explain that the Chicano population is gradually becoming acculturated to this country even though assimilation is far from complete. Chicanos have not completely lost their language, but studies indicate that second and third generation parents are no longer using Spanish in the home in order to "spare their children the problems they faced in elementary school." Acculturation is particularly evident in the way Chicanos have gradually absorbed the English language into their Spanish, not only by adapting the loan words to fit their phonological, morphological and syntactic rules, but also by mixing the two languages (code-switching).

The question "Why should Spanish be taught to the speaker of Spanish?" was raised at this point by Mr. Santana, who assisted with the workshop. He pointed out that bilingual education is not only necessary but desirable. Bilingual programs are now being instituted in the public schools, but with inadequate materials and few trained personnel. Obviously the success of bilingual education will depend to a great extent on the collaboration of colleges and universities that can provide the technical assistance and training necessary for bilingual teachers. Educators and curriculum specialists must know the native dialects if bilingual programs are to be truly effective. Sociolinguists today are saying that the school systems must adapt to the language and learning styles of the students and that users of non-standard dialects have just as much ability to communicate and to learn other dialects or languages as any one else.

Ms. Sánchez strongly emphasized that bilingual education, however, must not become a vehicle for transmitting gringo middle-class oriented values. Bilingual programs must not be implemented through mere translations of the regular curriculum. Bilingual education must be a vehicle for change. It must broaden the Chicano's perspectives and make him aware of the rest of the Third World oppressed by capitalist powers.

Chicanos should play a major role in the development of these bilingual programs. Yet at the University of California, only 2% of the student body are Chicanos although they represent 14% of the California population. What is the University doing to increase the number of Chicano students? The University has a Special Action Program, but only 11.5% of students in this program are Chicano. Twenty-one per cent are Black, but more than half of the special admissions are White.

In summary Ms. Sánchez stated that the success of bilingual education and the direction it takes will be determined by the number of Chicano students that are accepted into educa-

tion programs throughout the universities as well as by the economic and moral support given by the state and the communities.

MONTESSORI'S AND PIAGET'S MATERIALS AND TECHNIQUES IN CROSSCULTURAL EARLY CHILDHOOD EDUCATION

Robert G. Buckenmeyer
State Department of Education
Sacramento, California

"Education can be legislated but learning cannot," stated Dr. Robert Buckenmeyer, who went on to say that, "A person's learning begins where he is and builds upon his experience, not where the teacher is or with her experience." He explained that a child learns before he is educated, and his education must begin with and work through the child's learning, or be rejected.

Dr. Buckenmeyer pointed out that Montessori based her approach to the child's learning on the model and words of Helen Keller, namely, "I see with my hands." Piaget based his confirmatory testing on eye-hand, mind-body activities of his own children. He stated, "To prepare the child's environment through the teacher's management thereof so that the child can progressively teach himself through his perception of and use of the materials provided within that environment is the purpose of teaching."

The second part of the presentation consisted of demonstrations of materials directed at the learning of verbal and written language through the prepared environment and the child's coordinated use of eye, ear and hand. Concrete examples and suggested methods which enable children to be articulate in cultural communication were presented. A discussion ensued.

In summary, Dr. Buckenmeyer stated, "The purpose of education must be to provide the child with the environment, materials and guidance to accumulate information of the world and himself, to accomodate that information and then to communicate that information transformed by his intelligence to his fellow men."

BILINGUAL EDUCATION AND HIGHER EDUCATION

Philip Ortego
Chicano Studies
Metropolitan State College
Denver, Colorado

Abstract not available.

ASIAN-AMERICAN BILINGUAL METHODOLOGICAL CONCERNS

Chairman: Ray Fong
Sacramento City Unified School District
Sacramento, California
Panel:
Wellington Chew
Superintendent, SFUSD
Chinese/English Bilingual Education
Michael Kittredge
Principal, SFUSD
Chinese Education Center
Larry Lew
Project Manager, SFUSD
Marina Junior High-AB116
Chinese Project
Arthur López
Principal OUSD
Lincoln Elementary School
BABEL
Victor Low
Project Manager, SFUSD
Chinese/English Bilingual Project
Title VII
Esther Sato
College of Education
University of Hawaii
Doris Wong
Coordinator, LACUSD
Castelar Bilingual Education Project
Abstract not available.

TEACHING SPANISH TO SPEAKERS OF SPANISH

Bernard Santana
Site Director, Title I
Grossmont High School District
Grossmont, California
Abstract not available.

MULTIETHNIC COOPERATION IN BILINGUAL EDUCATION

Awilda Orta
Director, Bilingual Mini-School
J.H.S 45
New York, New York

"It is the main goal of the International Multilingual Multicultural Conference to bring different ethno-linguistic groups together to share their ideas and their resources. The common bond which unites all the people represented is the struggle to provide a better educational future for all children.

"It is urgent that everyone involved in Bilingual Education share information, distribute materials, give to one another. Only in this way will we continue to grow and to prosper.

"Bilingual education is a reality. There are successful projects on every educational level, from pre-K to the university. The next and most important step is to assure that a meaningful bilingual education program be established for every child in the United States who wants one. Every state in the United States should have a law mandating bilingual education. For, once it is written in the law books, it is easy to use the power of positive persuasion on the local level.

"I end by simply urging you to form a nationwide effort to keep in touch, to exchange ideas, share materials, to help each other, to convince universities to institute viable teacher-training programs, push legislators to produce laws which will help in our effort, demonstrate to the government on all levels that there should be massive support for bilingual education programs. Educate the enitre mono-lingual community as to the advantages of bilingual education.

"Yo soy puertorriqueña. For those who know me that is an unshakable fact. My puertorriqueñismo is enhanced when I join you in this effort. For together, unidos we will provide a better future. Damas y caballeros—our children are our future. Sellemos esta resolución con un fuerte abrazo!"

CHINA: SOLVING THE PROBLEM OF AN ETHNIC MIX

Jack Chen, Consultant
Chinese Studies
New York Department of Education
Albany, New York

James Louie, Moderator
Chairman, Berkeley USD
Asian-American Task Force
Berkeley, California

Al Yuen, Reactor
Elementary Principal, SFUSD
San Francisco, California

David Louie, Reactor
Student, Occidental College
Los Angeles, California

Linda Wing, Reactor
High School Teacher and Counselor
Berkeley, California

"China is putting first things first," Jack Chen reported as he told how China is attempting to solve the problems of building a united socialist state out of a vast ethnic mix. Over 50 nationalities are now represented in China's population; this fact in the old days caused numerous ethnic, religious and class conflicts.

An enlightened economic and social policy is removing economic, social, and ethnic inequality. Freedom for the various ethnic groups to speak and learn in their national languages and develop their own economies and cultures has removed the main sources of friction and discontent and has led to mutual trust. Specific examples of this kind of freedom are the Sinkiang Uighur Autonomous Region, the Inner Mongolian Region and the Tiber Autonomous Region.

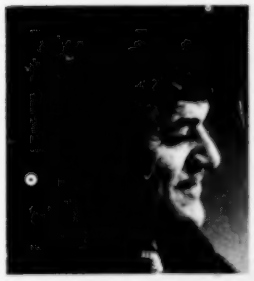
On this basis, inculcation of mutual respect has led to a new interest in learning each other's languages and cultures. The rich culture and language of the majority Han people have particularly been learned on a widespread basis.

Following Dr. Chen's address the panel endeavored to illustrate how the educational system can assist minority bicultural children to become participating members of the society, rather than "cultural misfits." Using China, with her numerous ethnic subgroups as a prototype, the panelists cited examples of her treatment of minorities. Mr. Al Yuen, the first reactor related these examples to the American experience, making the appropriate contrasts and com-

parisons. The student on the panel, Mr. David Louie, shared his personal testimony of growing up in non-Asian communities and then related this experience to his recent two and a half month stay in a Chinese commune where his ancestral cultural identity was enhanced. Linda Wing, the third reactor, a teacher and counselor at Berkeley, shared her concern for educating bicultural students to be able to "make it" in the present society.

STRATEGY FOR CHANGE TO A PLURALISTIC SOCIETY

Chairman: Richard Baca
Liason to Supt. of Public Instruction
State of California
Sacramento, California
Panel:
María Rodríquez
Merced County Schools
Merced, California
Bill Dae
Bilingual/Bicultural Task Force
State Department of Education
Sacramento, California



Our society is the product of decisions made by the local, state and federal governments, educational institutions, private and public corporations as well as other societal forces. These elements act on each other not always in a way that produces desirable results. This decision-making process should derive from and be supported, as far as possible, by community interaction and consensus. The requirement, then, is to engage public policy-making with the major decision-making sector serving the community.

The foregoing ideas set the tone for this panel which was initiated by Dr. Baca. He began his remarks by pointing out how even at this conference, various groups were principally concerned with their own interests and in meeting their own needs. He emphasized that this desire has been and still is necessary; however, an effective strategy for change in a pluralistic society is *total* community involvement. "*A coalition between all of us is vital* in order to develop an effective power base. We must address ourselves as a body of people and begin to look side by side to each other, as to what we can do *together* to achieve the common educational goal of equal educational opportunity. We need to work together to develop legislation and policies to connect public opinion with public decisions."

Dr. María Rodríquez, presented her interpretation of a study of Filipinos which she conducted using interviews and a questionnaire. She pointed out that one problem Filipinos in the U.S. face today is their feeling of "regionalism," which leads to isolation, envy and competition among themselves. This phenomenon is based on the many regions in the Phillippines from which they came, each with its own dialect and values. Once in the U.S. many Fillipinos face roadblocks preventing their integration among themselves and other cultural groups.

According to Dr. Rodríguez, the Filipino people still show the vestiges of a debilitating "colonial mentality" and feelings of inferiority, due to having been a "subject people" for several hundred years. These feelings lead to withdrawal from contact with other people, particularly the "highly verbal" individuals and institutions of the dominant culture. In conclusion, Dr. Rodríguez urged Filipinos to be more vocal and assertive and encouraged members of the dominant culture to be more willing to listen to the ideas of their Filipino fellow-citizens.

Dr. Bill Dae opened his remarks by stating that he intended to speak from his heart. He said that he was "sick an tired" of hearing "needs assessment" reports because the time for action came long ago. The needs are well known: education, housing, etc. A commitment for action is necessary.

Dr. Dae made the statement that some people say that bilingualism is a problem. Who is it a problem for? How many Apaches speak English? How many "whites" speak Apache? He pointed out that perhaps a "needs assess-

ment" should be run on Anglo administrators to determine their problems. "Why do they treat the Indian the way they do? Let's look at this situation from the other angle!"

Dr. Dae noted that the American Indian was not given U.S. citizenship until 1924. Indians were not allowed in bars until 1956. In 1964, when civil rights legislation was being considered in Congress, almost half of the American Senators, including Hubert Humphrey, voted against including American Indians.

In conclusion, Dr. Dae asked the Anglo society to begin to look at itself and to ask why Indians are not part of the community. He discussed the Bureau of Indian Affairs' educational system for Indians, which caused families to be separated and led the Indians to despise education. Dr. Dae also noted the isolation of the reservation and the extreme poverty in which the Indian is forced to live. He stated emphatically, "We don't need your pity. We are proud to be Indians. We ask for an equal chance and for your understanding."

The following questions, and others, were of concern to the panel: How can the community bring about effective communication between public policy-making bodies and the major decision-making sector of the systems serving the community? What are the obstacles in the organizational system that prevent the multilingual multicultural population from effectively participating in program decisions affecting their learning experiences? What are the characteristics of the various ethnic groups that further hinder the involvement and participation of the parents and community? What are solutions and strategies to overcome these obstacles and to develop school/community communications and participation structures?

In conclusion, the panel stressed the need both for immediate action and for a coalition of cultural and ethnic groups, working together to reach common goals.

BILINGUAL EDUCATION OF CHILDREN IN A FRENCH/ENGLISH SETTING

Alison d'Anglejan
Department of Education
McGill University
Montreal, Quebec, Canada

Elementary school children in the Quebec community of St. Lambert are becoming bilingual in both English and French, according to Ms. d'Anglejan, who told about the French "immersion" classes, which began in September, 1965 for a group of kindergarten children. This project, designed to promote functional bilingualism through a policy of home-school language switch, was initiated by the South Shore Protestant Regional School Board on an experimental basis in response to numerous requests from parents living in the community. The program, which began with two kindergarten classes in one school during 1965-66, has expanded throughout the South Shore system. During the school year 1972-73, this innovative program was being offered from Kindergarten through Grade 7 at St. Lambert Elementary School, and in Kindergarten through Grade 3 in five other schools throughout the system. In fact, this year approximately 49 per cent of all eligible Kindergarten pupils have enrolled in an immersion program on the South Shore. In addition, similar programs are underway in at least 14 schools on the island of Montreal.

"The Kindergarten curriculum has been left largely to the discretion of the participating teachers. They stress the development of vocabulary and passive comprehension skills in French, along with the other traditional Kindergarten activities. They use a direct native language approach, in contrast to the second language methods typically used with English-speaking children. At the end of the Kindergarten year, the children are assessed through direct observation by teachers and evaluators, but no attempt has ever been made to test them formally. By the end of the school year, most have built up an extensive recognition vocabulary and attempt to use single French vocabulary items as well as occasional short sentences. Productive skills vary considerably from one child to the next, but all are able to comprehend, without difficulty, simple

children's stories as well as their teacher's directions."

In Grade 1 "reading, writing and arithmetic are introduced exclusively via French. No attempt is made to teach the children to read in English, and parents are specifically urged *not* to do so in the home. In Grade 2 two daily half-hour periods of English Language Arts are introduced. The rest of the curriculum remains essentially the same, with reading, writing, arithmetic and elementary science being taught via French. The amount of instruction via English is increased gradually, and by Grade 7 slightly more than 50 per cent of the curriculum is taught in English with the balance in French."

Each spring since 1967, the Education Minister of the Province, Professor W. E. Lambert, head of the Language Research Group at McGill, has assessed the French and English language skills, mathematics skills, general intellectual development and attitudinal development of the original experimental class and a follow-up class.

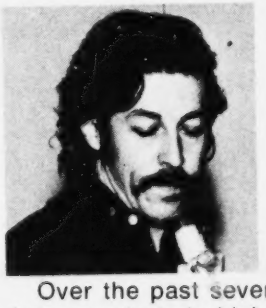
In summary the experimental pupils appear to be able "to read, write, speak, understand and use English as well as youngsters instructed via English in the conventional manner. In addition and at no cost, they can also read, write, speak and understand French in a way that English pupils who follow a traditional FSL program never do. These children have acquired a mastery of the basic elements of French phonology, morphology and syntax, and they have not developed the inhibition which so often characterizes the performance of the foreign or second language student.

"The children themselves appear extremely satisfied with the type of education they are receiving and reject the idea of transferring to a conventional English program. In contrast, the English controls who have had relatively little French training beyond the standard FSL course report they have had too much and would prefer to do without any."

"It became apparent that the goal of bilingualism can be most efficiently attained if the parallel goal of biculturalism or other-culture sensitivity is set up simultaneously. With this aim in mind, for the past two years, we have assessed the attitudinal changes attributable to this program of bilingual education. Again we see no harmful attitudinal effects of this educational experiment. We have reason to believe that the experimental pupils during the next few years will develop a sensitivity and a positive outlook toward members of both of Canada's major ethno-linguistic groups and toward the notion of cultural diversity in general. This positive affect will probably not result from the school experience *per se*, but rather will be an offshoot of the experiences made possible by this unique educational program."

MULTILINGUAL ASSESSMENT PROGRAM: A NEO-PIAGETIAN-BASED MODEL FOR ASSESSMENT AND CURRICULUM

Edward de Avila
Research Director
Bilingual Children's Television
Oakland, California
José Ulibarrí
Director
Multilingual Assessment Program
Stockton, California



Over the past several years research has been conducted which has pointed the way for the development of a testing procedure which is applicable to minority children. Dr. Ed de Avila described the procedure as being based on Piagetian concepts. He reported that this basic model was developed from work conducted in Boulder, Colorado, and in Toronto. Piagetian concepts are translated into testing procedures which are enjoyable to the child and which provide valuable information relating to his conceptual levels of development. Results from these tests are futher used to generate pupil-by-pupil curriculum which is fed back to the teacher and provide specific recommendations as to the types of educational experiences which would benefit the child at his level of development. The model has been employed with approximately 1,200 children in four Southwestern states.

In July of 1971, the National Multilingual Assessment Project (MAP) - Title VII was funded and was established in Stockton, California. According to José Ulibarrí, Program Director, since its inception, MAP has been focusing its attention on three major problem areas, namely: (1) assessment, (2) pupil placement and (3) teacher training—the problem of providing pre-service and in-service training pro-

grams for teachers who are unfamiliar with children whose social-cultural patterns are different from their own. The primary objective of the project over the past two years has been to lead the way to providing answers to these problems.

In order to accomplish the objectives of the project, MAP established experimental model sites in the states of California, Colorado, New Mexico and Texas. The experimental model sites were set up to conduct activities such as (1) gathering community data or a demographic survey of the model site; (2) field testing a series of "experimental instruments"; (3) conducting pre-service and in-service training on the administration of these "experimental instruments"; (4) conducting workshops relating to the assessment results of the "pilot testing." The model sites have been in operation for two years and are currently involved in implementing some of the model activities developed by the MAP staff for teacher pre-service and in-service training.

Besides the model sites MAP also has a component at Riverside, California, under the direction of Drs. Alfredo Castañeda and Manuel Ramírez. The Riverside Component developed teacher training manuals and video tapes which are being used by MAP model sites and other school districts. There is also a component in the state of New York which is conducting research similar to that of the Stockton based project headquarters.

The progress to date of MAP, its components and model sites is currently being assembled, processed and edited for eventual dissemination to bilingual bicultural projects and interested school districts across the country. MAP has also been reviewing standardized instruments and is in the process of disseminating copies of these test reviews to project directors, school administrators, psychometrists and other interested parties. To date, MAP has conducted two major studies in the areas of assessment, employing a neo-Piagetian strategy with children, grades one through six, in various states in the country.

FEDERAL LEGISLATIVE FUNDING FOR BILINGUAL PROGRAMS

Albar Peña
Director, Bilingual Education
U.S. Office of Education
Washington, D.C.

Bilingual education is no longer a dream. It is now a reality. Dr. Albar Peña announced that he would like to "bring us up to date" concerning this reality of which we are all very proud.

"In 1965, Congress enacted the Bilingual Education Act, under the Elementary and Secondary Education Act of 1965 as amended. In that first year Congress authorized $15 million for bilingual education, but no monies were received. Finally, in 1969, Congress appropriated and the administration approved $7.5 million for bilingual education, an historic event which marked the beginning oe our work with 76 federally sponsored programs throughout the United States. The one program in the Office of Education totally dedicated to the purposes of bilingual education is Title VII.

"Our beginnings were meager, but our potentialities are great. In the four years of our operation we have grown rapidly, and we are proud of the many accomplishments we have made directly and the many spinoffs that have resulted from our work. In 1970, Congress appropriated $21.25 million and in that year we continued 72 of the first 76 programs and added approximately 39 new ones. We also created special projects to fill in gaps, such as materials development and acquisition, information dissemination, and the development of relevant assessment measures and analysis of existing ones. In 1971, we received $25 million and in 1972, $35 million.

"This year we expected $41 million, but we were disappointed when the administration approved only $35 million. Furthermore, we have no actual appropriation at this point so we are 'continuing resolution'—directing funds only toward what is already in progress. At present we now have 130 new proposals requesting funds, which have been placed in a holding position until the time that more funds are received. Unfortunately we understand that no more than $35 million for 1974 has been appropriated. More projects in 1974 will be funded, however, because some of the projects begun in 1969 will be phased out, releasing funds for new projects next year.

"To date we have received $88 million and we are operating 217 projects in 29 states and territories. Our department is requesting funding for three more years.

"As a direct result of our work in Title VII, many institutions of higher education which

were not interested in instituting programs for the preparation of teachers in bilingual education have completely changed and are now vigorously working in this direction. A sizeable number of school districts have now added tax levied funds for the continuance of the demonstration projects we have initiated in their districts. Great strides have been made in developing curriculum and in methods for teacher training and retraining. Our project schools have also become models in the use of parental and community involvement.

"Some of the spinoffs from Title VII are that now no state has laws prohibiting instruction to take place in any language but English. Massachusetts has made bilingual education compulsory, and many others are moving in that direction, including Texas, which is now legislating a bill to not only make bilingual education mandatory, but also to include a state allocation. New Mexico and Colorado have similar bills pending. Other states have appropriated funding for bilingual education, including California, which has provided $5 million.

"We have become a change agent for districts and administrators and have made an impact on their attitudes toward bilingual education and education in general. It is becoming more and more clear that bilingual education need not depend on federal funding. It has always been inconceivable to me that any of your districts, having a per pupil cost ranging anywhere from $300 to $1200, will continue to use those funds in a way that they themselves admit does not work! Why not take a small percentage of those funds and use them for bilingual education?

"Federal funds are never indefinite so we must plot our course carefully and vigorously for now we are going to maintain our existing programs and initiate new ones. We need to work with our state legislatures and our own school districts. Whether Title VII remains or not, our paths are clearly marked. Each of us is now an emissary. Only this way can we ensure that programs that truly meet the needs of children will replace the outmoded ones that we still have today in many of our schools. What we have done is great, but the task ahead is monumental."

TEACHING OF PUERTO RICAN HISTORY AND CULTURE IN BILINGUAL EDUCATION

Aurea Rodríguez
Brandeis High School
New York, New York
Magdalia Romero de Ortiz
Brandeis High School
New York, New York

Magdalia Romero de Ortiz initiated her remarks by pointing out that if the culture and language patterns of immigrants in the United States are traced, a definite cycle appears. This cycle passes from maintenance through shift and then to loss. To provide an alternative to this cycle for Puerto Ricans in New York City, a course on Puerto Rican history and culture from an historical and geographical perspective has been introduced into the curriculum. A week-long celebration of Puerto Rican Discovery Day has also been added. However, Mrs. Ortiz indicated that these should not be the only methods related to the child's culture used in the classroom.

Through a re-definition and extension of the meaning of culture and by analyzing it from a sociological and psychological perspective, a teacher can define existing patterns of culture, areas of academic and social need, and finally culturally-determined likes, dislikes, and interests. This analysis, together with an integration of these patterns, needs, and interests, can facilitate the development of culturally relevant teacher-made curriculum in all curriculum areas.

The features of the New York curriculum which differentiates it from existing traditional curricula were discussed. Through cultural analysis and integration, the workshop provided participants with a formula for the development of similar materials.

THE MIDDLE SCHOOL AND ITS RELATION TO BILINGUAL EDUCATION

Alonso Perales
Academic Curriculum Development
San Antonio Independent School District
San Antonio, Texas

Dr. Perales began his presentation on the role of the middle school in bilingual bicultural education by pointing out that effective teaching in this setting goes beyond pure academic orientation. The teacher of Spanish, for example, should be skilled not only in teaching Spanish as a second language, but also in teaching Spanish for Spanish-speakers as well. The process for each group differs. Likewise, teachers should be versed in cultural dynamics and should possess the skills necessary for classroom cultural awareness activities.

The middle school develops the bilingual model it will follow. Will it be a "language shift" model or will it be a "language maintenance" model? Both require distinctive methods and materials. The faculty need a clear understanding of the school's position and philosophy on bilingual bicultural education to help in defining the goals and objectives set for that school.

The use of materials being developed for bilingual bicultural classes in the San Antonio Independent School District were reviewed. These materials included math, science and social studies units in both Spanish and English. Workshop participants were shown how to develop these materials for use in their own schools and classrooms.

Dr. Perales also described the multimedia development project for Grades K-1, a cooperative effort of the San Antonio Independent School District and Sutherland Learning Associates, Inc., Los Angeles, California. The project offers a bilingual learning system for beginning level Mexican-American children.

When completed, the system will consist of 30 integrated units comprised of animated color films, filmstrips, audiotapes, student worksheets, teacher's guides and assorted visual aids. These materials have a social studies content and deal throughout with the development of a positive self-concept and an awareness and pride in the child's cultural heritage. Emphasis is also given to the development of oral language proficiencies in both English and Spanish. Special emphasis is placed on those forms and structures which have been identified as particularly troublesome for Mexican-American learners.

LIVING MEXICAN CULTURE IN THE ELEMENTARY SCHOOL THROUGH MUSIC

Adelina Ledesma Gutweiler
School of Education
California State University
Fullerton, California
Ernesto Martínez
La Raza Studies
California State University
Fresno, California
Carlos Ferrer
Ethnic Studies Coordinator
Stockton Unified School District
Stockton, California

Ms. Gutweiler, Mr. Ferrer and Mr. Martínez extemporaneously shared their knowledge of Mexican folk music and dancing in the elementary school. They pointed out that a perfect way for children to *live* Mexican culture is to perform the folk dances of Mexico. Dancing was made by mankind for his enjoyment.

Any subject area, such as science, art, parts of the body, etc., can be taught through music. History and geography can be learned through experiences in folk dance. For example, variations in the corrido relate to the ways it is performed in different regions of Mexico. The dance tells a story of the land and the cultural ways of the people in each region.

Music can also help children understand how cultures influence each other. They discover how the German population has influenced the music of northern Mexico, how the French have influenced mariachi music, and how the Blacks have influenced the music and dances of Veracruz.

In the study of history, music can also be useful. Pre-Columbian music helps children

learn how people of that period lived and how they related to the world. For example, before the Spaniards arrived, all Aztec men had to participate in ceremonial dancing. If they missed a beat, they were punished the next day and put to death. The Europeans considered Aztec music crude, primarily because no stringed instruments were used. The Spaniards brought music and dancing from Andalusia to the New World. The Mexicans responded with enthusiasm to these dances; they felt challenged by the fast beat. In addition, much of the music of the Europeans was tied to Christianity, a new religion to the Indians.

Participating in folk dancing is a multi-sensory experience for children. They enjoy making masks, sombreros and vests, which heighten their understanding of the people who dance the dances they are learning. Since it is a multicultural world, dances from all countries should be learned to increase the children's appreciation and awareness of all cultural groups.

Teaching children to dance is fun for the teacher, too. It is important that the teacher know the dances before teaching them in order to be an effective model. There are "folk dance camps" where teachers can go to learn the dances. Bibliographies of records, music, etc., may be obtained from Cal State at Fullerton.

PENYOS WE ARE, WHEREVER WE GO

Benson P. Peña
Coordinator, Career Counseling Services
California State University
Sacramento, California
Cora Aviente

Benson Peña initiated the discussion in this workshop by pointing out that in these days of brotherhood it becomes a rather precarious matter to talk about differences between peoples because identifying differences is often equated with asserting supremacy. He went on to state, however, that in denying differences one may fail to see that the solutions of one culture are not necessarily those of another. It is much safer to assume that the Filipino is very different from the American and to seek appropriate ways of teaching the Filipino to retain his "Filipinoness" rather than to encourage him to act American as though he were a product of American culture. The experiences of the Filipino begin to differ at birth when his mother gives birth to him, probably without the aid of drugs, and then breast feeds him for a year or two. It is not that these two differences by themselves have a major impact on him; rather, they demonstrate that his experience in life is different from the very beginning. Considerations of which customs are better or worse only serve to cloud the issue since what is good for one individual may be bad for another.

In-depth discussions in the workshop dealt with the notions of ***assimilation*** and ***acculturation***. Specifically, the following questions were posed by Mr. Peña and Ms. Cora Aviente, who served as co-leaders:

How much of the majority culture have Filipinos assimilated?

How much are they ***forced*** to assimilate?

How much do they ***want*** to assimilate? Are the problems of assimilation different for *Filipinos* and *Filipino-Americans?*

How are different age levels affected?

What traits would Filipinos have to ***keep or discard*** in order to retain their "Filipinoness" in a diverse society such as the U.S.?

Is there such a thing as "compromising" cultural characteristics?

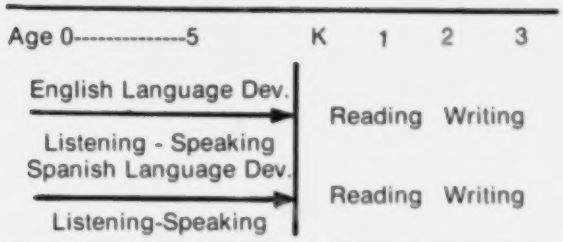
What *socio-economic* and *psychological factors* are involved in the process?

BILINGUAL EDUCATION/COMMUNITY INVOLVEMENT: EDUCACION BILINGÜE—?SEMILLA BUENA EN TIERRA SALADA? (IN SPANISH ONLY)

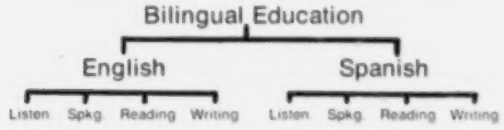
Chairman: Pablo Juárez
Director, Project Frontier
Bilingual Education
Sweetwater Union High School District
Chula Vista, California
Panel: Parent Advisory Committees
Roselee de la Garza
President, Montgomery Elementary School
Chula Vista, California
Cecilia Carbajal
President, Southwest Junior and Montgomery High Schools
Imperial Beach, California
Antonio Cerda
President, Kimball Elementary School
National City, California
Yolanda Sparks
President, Nestor Elementary School
Imperial Beach, California
Elia Carrión
Community Aide, Secondary Component
Project Frontier
Chula Vista, California

Mr. Paul Juárez welcomed the workshop participants and discussed the purpose and title of the presentation. He stressed the importance of bilingual bicultural education and the conditions under which it is to operate. He presented

the following charts:



Juárez explained how important it is to take into account the "home language development" (Spanish, English, Spanish & English) of the child before he enters kindergarten.



Juárez outlined how a bilingual education program should enable the student to ultimately become a "coordinate bilingual" with effective control of listening, speaking, reading, and writing skills in English and Spanish.

Mrs. Roselee de la Garza reviewed the program and activities of the Title VII Local Advisory Committee at Montgomery Elementary School in Chula Vista, California. She described how parents work in the bilingual program joining hands with educators to provide better educational opportunities for the youth in Grades K-3.

Mrs. Cecilia Carbajal reviewed the program and activities of the Title VII Local Advisory Committee at Montgomery High School in the Sweetwater Union High School District. Her role includes informing the community about bilingual bicultural education, assisting in the planning and development of the program, meeting regularly with the Local Advisory Committee members, and visiting homes or rendering other services that will result in better student and parent participation in the bilingual bicultural program (Grades 7-12).

Mr. Antonio Cerda reviewed the functions of the Title VII Local Advisory Committee at Kimball Elementary School in National City, California. He emphasized the importance of bilingual bicultural education and the need for effective community involvement. The program includes Grades K-3 and will include K-4 in the 1973-74 school year.

Mrs. Yolanda Sparks commented on the Title VII Local Advisory Committee at Nestor Elementary School in the South Bay School District in Imperial Beach, California. The K-4 program has been highly successful, and parents have mailed petitions to the Board of Trustees urging them to continue this worthwhile educational program for both English and Spanish speakers.

A seven page description of the Project Frontier, ESEA Title VII program (in Spanish and English) was distributed to all workshop participants.

MATERIALS DEVELOPMENT FOR BILINGUAL EDUCATION

Al Ramírez
Director, Region One
Materials Development Center
Edinburg, Texas
Abstract not available.

BILINGUAL CHILDREN'S TV (BC/TV)APPROACH TO BILINGUAL BICULTURAL EDUCATION

Chris Arce
BC/TV
Oakland, California
Abstract not available.

CANBBE: CULTURAL RELEVANCY IN BILINGUAL MATERIALS

Josué M. González
Director, CANBBE
San Antonio, Texas
Abstract not available.

EDUCATORS' ASSOCIATIONS AND THEIR SUPPORT OF BILINGUAL EDUCATION

Chairman: Robert Aguilar, Past President
Association of Mexican-American Educators (AMAE)
Panel:
Joe Mendoza, President
AMAE
Josie Valdez Beanda
Association of Mexican-American Women
Frank Ortega
California Teachers Association
José Carrasco
Graduate Student
Cal State

San José, California
Manuel Banda, Jr.
Education Chairman
LULAC

Following introductions of the panel, Roberto Aguilar stated that the general purposes of the workshop would be for each individual representing an organization to state the purpose of the organization. He suggested that each speaker give his organization's position on bilingual education and describe some innovative approaches the group has promoted. He pointed out that the essential question was "What is happening to our children who have bilingual bicultural backgrounds?"

The first panelist, Joe Mendoza, stated that the basic purpose of AMAE is to enhance the welfare of the Mexican-American. With respect to bilingual bicultural education, AMAE is involved in working with legislators, providing information and inservice programs in school districts in the Southwest, working in community organizations and promoting other innovative approaches. He explained that the government and many school districts are not doing their utmost for the bilingual bicultural child because they lack understanding. In this area the AMAE provides information and urges action.

"Dr. Aragón made some very strong points on what a culture is," Mrs. Beanda stated, referring to the keynote address. He stressed especially five components—common language, body nurture, dress, social life and a particular set of values—"what we believe." "It is this last one that gives me concern. Where are we as Chicanos in this bilingual bicultural ideal with respect to our values and beliefs?"

As a Chicana, Mrs. Beanda was hesitant to accept the demeaning role of women that her culture has maintained. She did not advocate perpetuating this stereotype—unless the individual so desires. "This must be a free choice, based on knowledge, and not ignorance, of what other worlds are open to us.

"Where are our women in the world of education?...In the world of work? They are least and they are last. With the development of bilingual programs and the implementation of affirmative action programs, we find them now as teacher aides and clerks. What progress! Our numbers in the professional world are limited—almost nil.

"We can dwell on the various causes for this, but we cannot deny that this has resulted from the attitude established by our culture as to what the woman's role should be. I do not wish to be relegated to the cocina slapping out homemade tortillas when I want to do so much more with my life."

Frank Ortega opened his remarks by stating that, by and large, teachers are not responding to the needs of the Mexican-American child. For this reason, Mexican-American teachers should take an active part in teachers' organizations in order to sensitize their colleagues to the needs of the Mexican-American child. In this way the organizations can then help the Mexican-American cause. Mr. Ortega is pleased that more and more Mexican-American educators are participating. They are aware of the need, and they are making the effort.

José Carrasco directed his remarks toward higher education. He pointed out that bilingual bicultural education is generally supported in a half-hearted fashion in institutions of higher learning. The effectiveness of teacher training in bilingual education varies from school to school, depending on a number of factors: the competence of the staff, the strength of the education and linguistic departments, and the degree to which the Mexican-American studies program is involved. Mexican-Americans should design and carry out the programs.

The final panelist, Manuel Banda, Jr., in referring to the funding which has come from the federal government to help overcome some of the educational problems of the past, stated that we have only just begun. He described the work he has been doing in Pomona, focusing on a center for counseling Mexican-American students toward higher education.

COMMUNITY INVOLVEMENT IN BILINGUAL EDUCATION

Delia Talamantez
Coordinator of Volunteers
Chula Vista Elementary School District
Chula Vista, California

As a demonstration of community involvement in the school's bilingual program, Ms. Talamantez introduced a panel consisting of five members: two parents, one student, and two teachers.

The parents addressed the group by giving their interpretations of the effects of bilingual education on their children and the community. One parent was Anglo, and the other was Spanish-speaking.

The two teachers spoke about the importance of parent participation in bilingual programs. Being bilingual themselves, the teachers are presently involved with parents in their respective communities.

The student from San Diego High School told

about the positive experiences he has had attending bilingual classes.

ASIAN/ENGLISH LANGUAGE PROGRAMS: SOME WIDER EDUCATIONAL, SOCIAL, AND POLITICAL RAMIFICATIONS

John Lum
Rockefeller Fellow
Office of Superintendent
Portland Public Schools
Portland, Oregon
Philip Lum
University of San Francisco
San Francisco, California
Charles Cheng
Harvard University
Cambridge, Massachusetts
Abstract not available.

THE NEW YORK EXPERIENCE: (A) POLITICAL STRATEGIES FOR STRENGTHENING OF EDUCATION (B) STRUCTURE OF THE OFFICE OF BILINGUAL EDUCATION (C)NEW YORK NETWORK: FEDERAL, STATE, AND CITY INTER-RELATIONS

José A. Vásquez
Associate Professor of Education
Hunter College, City University of New York
Divisional Director of Project BEST
New York City Consortium on Bilingual Education
New York, New York
Marco Hernández
Carlos Pérez

Dr. Vásquez began his remarks by citing the following statistics for New York City, the only city for which they are presently available. Puerto Rican children constitute 24% of the total school population. Of these 260,000 children, 95,000 are classified as having moderate to severe English language difficulty. Although more than 131 New York City schools have over 50% Puerto Rican enrollment, less than 1% of the professional staff in the city is Puerto Rican.

"In 1967 there were 17,840 Puerto Ricans enrolled in the ninth grade. In 1970 there were 7,039 enrolled in the twelfth grade. The dropout rate in Brooklyn, Manhattan, and the Bronx ranges from 57.8% to 65.5%."

Vásquez went on to state that "despite some efforts by the New York State Education Department, the New York City School District, and other school districts in the state, the situation remains deplorable. We have had a few bilingual schools (two in the city), bilingual tracks, bilingual classes, English as a second language programs, etc. These approaches have reached a minimal number of the pupils in need of educationally sound programs.

"The state mandates that every child should be afforded equal educational opportunity regardless of his "wealth, ethnicity, and other accidents of birth." That children be denied educational opportunity because they have not yet learned English is an indefensible violation of this principle.

"Puerto Rican educators have made sundry recommendations and demands of city and state officials. However, little or no progress has been made at any level of the state. Only by involving and addressing the concerns of urban and isolated communities alike is a unilateral *statewide* force being developed to achieve our common goals."

In summary, Dr. Vásquez described some of the efforts being initiated in his community to rescue Puerto Rican children from educational failure and from the annihilation of their language and culture.

The structure of the Office of Bilingual Education and the New York Network (federal, state and city) inter-relations were also discussed by Marco Hernández and Carlos Pérez.

HOW I RESPOND TO ANOTHER CULTURE

Patricia Heffernan-Cabrera
Department of TESOL
University of Southern California
Los Angeles, California

Dr. Patricia Cabrera began her remarks by pointing out that individuals cannot know how they respond to other cultures unless they are able to identify and observe a variety of concepts related to transactions. Educators must be able to identify covert and overt operations such as withdrawal, aggressivity, cooperation, reciprocity and supportive and extending behaviors—all of which are concepts essential to meaningful transactions within intercultural

efforts.

One of the first things to do is to examine through the literature the various approaches that the educational system makes to other cultures. With respect to the Mexican-American, the classification scheme of T.A. Arciniego in his "Public Education's Response to the Mexican-American Student," Innovative Resources, Inc., 1971, is very useful. It is essential to remember that a system reflects the individuals who comprise it and that one's personal philosophy is the genesis of his response to another culture. Mind sets act themselves out in behavior. In order to change people, entry must be made into mind and into behavior. Man strains for consonance in his life, striving to keep mind and behavior in balance.

Dr. Cabrera demonstrated in a film how withdrawal and aggression are the two coping responses. These factors come into play when an organism's identity is threatened. When one force overwhelms another, the second force copes—usually by withdrawing. The film showed the many ways in which teachers overwhelm children, forcing them to use this defense.

The two primary concepts, therefore, to consider are (1) How can we control our own behavior in order to enhance the transactions between teacher and learner? These transactions are related to concepts that the literature calls "human relational styles" or "incentive motivational styles" which educators have translated into the concepts of cooperation and reciprocity; (2) How can we observe our own behavior in the transactional process and control it so that it more favorably benefits the learner?

EVALUATION-TESTING AND BILINGUAL EDUCATION

Chairman: Manuel Ramírez
Director, Project Follow Through
Riverside, California
Ernie Bernal
Southwest Lab
Austin, Texas
Steve Moreno
Department of Education
California State University
San Diego, California

Dr. Ramírez began his presentation by pointing out that there are two major components of culturally democratic learning environments—(1) language, heritage and values and (2) cognitive styles. With respect to the Mexican-American, the goals of these two components are mental flexibility in children, enhanced self-esteem of Mexican-American children, and intercultural understanding between Mexican-American and non-Mexican-American children and adults. Cognitive styles should play a crucial role in the evaluation of bilingual programs. They are reflected in teaching and learning styles, curriculum development and achievement testing.

Dr. Ramírez discussed procedures for developing and implementing materials and techniques to meet the goals of a culturally democratic learning environment. He also reviewed the research literature relating to cognitive styles of Mexican-Americans and described an experiment in which teachers and children are being trained to function in two cognitive styles.

Dr. Steve Moreno presented the following questions which he discussed with the participants: (1) Can we REALLY develop true bilinguals? (2) Do we really want to develop true bilinguals? (3) Can we have the best of two worlds, English and Spanish? (4) Should cultural awareness be taught in the schools?

(5) Have we RESEARCHED the methodology of bilingual education? (6) Should ALL children be taught bilingually, or should bilingual education be confined to the first year of school? (7) Have we forgotten ESL? (8) Is Title VII a *bandwagon* that is diverting our attention from the real issues of education? (9) Do parents REALLY understand bilingual education? (10) What have other successful ethnic groups done? (11) What do Title VII evaluations show? (12) What are the ultimate goals of bilingual education?

A HUMANISTIC APPROACH TO EDUCATING CHILDREN IN MEXICO

Blanca M. de Alvarez
Executive Director
Instituto Interamericano de Estudios Psicológicos y Sociales
Chihuahua, Chihuahua, Mexico

According to Sra. de Alvarez, historical and sociological antecedents give Mexico its own particular cultural characteristics. She went on to explain that one of the expressions of Mexican culture and way of life is education. Schools are a reflection of a culture with strong authority figures, stable family bonds, supermasculine men, and women who take pride in their home and family. Although the culture as a whole may be considered authoritarian, during the last few years great changes have occurred, and an embryonic democratic culture is slowly emerging. Much effort has been invested in bringing about educational reform, and even though the results are still not evident, firm steps are being taken in this direction.

In this setting, the Interamerican Institute of Psychological and Social Studies operates, providing psychological, guidance and consultation services to individuals and institutions. In addition, it promotes programs in applied psychology in the fields of education. Teaching methodology, behavior and interpersonal communication are the three areas in which the Institute focuses its efforts. Teachers' and parents' training programs in these areas are among the Institute's permanent activities.

One of the programs which the Institute has initiated in Latin America is the Human Development Program authored by Drs. Harold Bessell and Uvaldo Palomares. The institute is also developing its own philosophy and materials.

Sra. de Alvarez agreed with several comments made by participants that Mexico could be making some of the same mistakes educationally that the United States has made. With respect to the self-image of the Mexican, she stated that the Mexican-American is more in touch with his identity than the Mexicans of Mexico, because they have had to deal much more with the issue of who they are.

She concluded her presentation by stating, "I am thrilled to see the pride and accomplishments of the Mexican-Americans. You are neither Mexicans nor Americans—you are something new. You are both. This is the most marvelous thing in the world—to know your own identity."

CURRICULUM DEVELOPMENT IN SPANISH

Ralph Robinett
Project Manager
Spanish Curricula Development Center
Miami, Florida
Mario R. Solís
Field Trail Coordinator
CANBBE
San José, California
Eneida Hartner
Spanish Curricula Development Center
Miami, Florida
Luisa Ramírez
Spanish Curricula Development Center
Miami, Florida

Dr. Robinett opened the panel discussion by describing the Spanish Curricula Development Center in Miami. He stated that in 1970, with well over 100 Spanish-English bilingual centers funded under Title VII, ESEA, the need for home language materials caused the Bilingual Education Programs Branch, USOE, to fund multiple efforts to provide curricular materials. One such effort is the Spanish Curricula Development Center. The Center is developing multidisciplinary resource kits to help support the major areas of instruction in Spanish at the

primary level.

As the curriculum was to be developed for national use, it was important to ensure that the product would be acceptable as well as useful resource material for the groups for whom it was designed: Mexican-American, Puerto Rican, and Cuban. The first step was to form an Advisory Council representative of the populations to be served. The second was to recruit staff with diverse ethnic and geographic qualifications. The third was to poll numerous projects on curriculum philosophies and time allotments, and the fourth was to establish an adequate field test and revision process.

The participating field trial centers provide feedback to the production center on their use of the curricula kits and the modifications they recommend for revised and regional editions. Five Regional Field Trial Coordinators have been funded under Title VII, ESEA to support the SCDC effort and a parallel project of the Curriculum Adaption Network for Bilingual/Bicultural Education (CANBBE). The primary responsibility of the Regional Field Trial Coordinators is to serve as liasons between the field trial centers and the agencies producing the materials. They also serve as resource persons providing inservice to the cooperating field trial centers.

After the first year's field trial, the Preliminary General Edition is converted into regional editions: Southwest, Northeast, Southeast, and Revised General. SCDC staff analyzes all feedback and presents it to ethnic review committees composed of SCDC staff, CANBBE directors, and field trial coordinators. The committees recommend modifications to be incorporated by editors in the development of regional editions.

Dr. Solís described one of his field trial experiments to determine how relevant the programs are to the community. He, Ms. Hartner and Ms. Ramírez described the instructional strands and program design of the curriculum development center, as follows:

Fine Arts The Fine Arts Strand reflects a wide range of musical traditions. Many of the songs are of Hispanic-American origin, while others are from international traditions.

Language Arts The Language Arts Strand is designed to extend, through oral experiences, the language that Spanish-dominant children bring from their homes and, at the same time, to develop respect for regional differences in dialect. The strand also provides structured and unstructured reading experiences designed to develop systematically Spanish decoding skills prerequisite to effective use of reading for learning.

Science/Math The Science/Math Strand represents an attempt to blend two areas of study. The unifying elements are the basic processes common to both disciplines. Specific facts and many concepts are presented as illustrations rather than ends in themselves.

Social Science The pupils' ability to understand their environment and in some measure to influence it is a critical factor in developing success-oriented learners. From this premise, the Social Science Strand is designed to help pupils discover basic generalizations of the social sciences and to familiarize them with the process of inquiry.

Spanish SL The Spanish as a Second Language Strand is designed to help provide the English-dominant child with Spanish structures and vocabulary he will need for effective communication in a bilingual environment. The activities are designed to help build concepts in a new language through formal and informal language and reading experiences.

THE POLITICS OF BILINGUAL EDUCATION WITHIN CHICANO STUDIES

Chairman: René Nuñez
Chairman, Chicano Studies
San Diego State University
San Diego, California

Panel:

Sandra Casares, student
SDSU

Maggie Carrillo, student
SDSU

Luis Viegas, student
SDSU

René Flores, student
SDSU

"Change has come about through people willing to risk their status," stated René Nuñez at the beginning of this panel discussion. He went on to state that "schools are Anglo oriented and not relevant to Chicano youth." He emphasized that placing Chicanos in high positions will not free them. Alternative structures must replace parallel structures.

Sandra Casares, the first panelist, spoke of her growing disenchantment with the process of socialization called "education," but which is really "schooling." She stated that schooling has become a "Mad Religion." More money is spent on schools than on real education.

According to Maggie Carrillo, the second panelist, the schooling experience directs students into intellect-channeled, prescribed molds where value is placed on input and im-

aginations are smothered. Everything is measured and only what can be measured is of value. She stated that Chicanos are being subjected to a schooling system which perpetuates the social self-interest of the elite.

Luis Viegas, in referring to the mythical idea that Chicanos are a "sleeping giant," stated that Chicanos have long been hampered by this kind of false statement made by sociologists. He stated that Chicanos are not passive. "We have been viewed as not contributing to the social process," he stated," but we have contributed. Some examples are our support of the farm-workers and Cesar Chavez; MECHA; La Raza Unida Party, organized to bring about political change; and the strike by Obreros—Mejicanos in Los Angeles."

Viegas emphasized that Chicanos have been and continue to be a part of the historical process. Student involvement has been instrumental in throwing off the myths that have arisen about Chicanos. "Ponder Estudantil!"

"Tener la voz es que tenga poder," stated the fourth panelist, René Flores, who went on to explain that Chicanos have to look critically at what has been happening to them in this society. "We must create new ways of doing things—not just expanding them" he stated. "Bilingual education should be much more than just changing subject matter from one language to another. The system must be completely changed. We must create a new society."

Flores described some of the work Chicano Studies at SDSU has been doing, including the formation of a child care center and a MECHA kitchen and book store. Funds for these efforts came from the pockets of professors and students.

Flores pointed out that in order to create a new system Chicanos must have mental independence. "We must not be fearful of change or put limits on our creativity. We have found when we have these ingredients plus equality, such things as federal funds are unnecessary."

EST'JDIANTINA: FORMING A STUDENT CULTURAL MUSIC GROUP

Ann Horn
Calexico Unified School District
Calexico, California

Ann Horn enthusiastically told workshop participants in her section about Estudiantina El Cid, a troupe of thirty Calexico High School young people who play and sing the music of the traditional Latin serenading unit. It has completely reversed the negative self-image of the Mexican-American students in the high school.

By definition, an estudiantina is a group of student serenaders who accompany their songs of love and joy with guitars, mandolins, castanets, accordion, string bass and rhythm instruments. The history of the estudiantinas goes back to the Renaissance in Spain, from where the idea was carried to Mexico and the rest of the Spanish-speaking New World. The traditional musical group has become a virtual institution in the schools of Latin America. However, in the United States, the Estudiantina El Cid is one of the few groups of its kind. It was formed in 1968 within the Title VII Bilingual Project of the Calexico Unified School District, Calexico, California. Calexico is a border town in which the majority of the population is Mexican-American. The federally-funded project has inserted the Estudiantina El Cid into the curriculum as a part of its cultural component. It has become one of the most sought-after musical groups in the area, with non-project students clamoring to join.

Wearing gray gabardine costumes with pink and gray satin capes adorned with bright ribbons, the Estudiantina El Cid delights audiences with joyful songs and Mexican gritos. Their estandarte proclaims to all the students pride in their school.

Wherever the Estudiantina El Cid has performed, the reviews have confirmed their popularity and success as a unique performing unit. Presentations for many service clubs, the Imperial County Fair, the Anaheim School District's "Fiesta del Cinco de Mayo" and for college groups in Riverside have received an enthusiastic response from all cultural and age levels.

The music of the Estudiantina El Cid is alegría which needs no translation! It simply means joy transmitted through music and youthful exuberance.

BILINGUAL EDUCATION CONCERNS IN TEXAS

Victor Cruz-Aedo
Consultant, Office of
International and Bilingual Education
Texas Education Agency
Austin, Texas

Dr. Cruz-Aedo began his remarks by stating "My concerns in education as it relates to the Spanish dominant child are many." He then asked the participants to think about the following questions: What is bilingual bicultural education? Who is it for? What is the role of the

school board, superintendent, principal, and teacher? How does the commitment on the part of the above mentioned personnel determine the effectiveness of the program? What are the universities doing to prepare teaching personnel for bilingual education? He pointed out that the answers to these complex questions will greatly assist in the implementation of relevant programs for which an adequate base of support has been provided.

He went on to state that due to the fact that Blacks and Chicanos often share the same schools there is need for comparative cultural studies which will enable the teaching personnel to cope with the emerging patterns of classroom composition. The universities and colleges should actively recruit from these two ethnic groups since they are not presently represented in adequate numbers.

It is in the best interest of the child and the nation that the Spanish dominant child be strongly and effectively literate both in English and in the home language, Spanish. The bilingual child is an asset to himself and to the nation.

To accomplish this, the schools should provide at all grade levels a strong bilingual program incorporating special techniques in the teaching of English as a second language. The opportunity for daily instruction in and through the non-English tongue in all areas of the curriculum should be provided.

BILINGUAL EDUCATION AND ITS ACCEPTANCE IN MASSACHUSETTS

Sister Frances Georgia Vicente
Bilingual Education
Department of Education
Boston, Massachusetts

Sister Vicente outlined the unusually resultful bilingual educational program which she helped to institute in the State of Massachusetts. She began the program when Boston Mayor Kevin White asked her to assess the needs of the Spanish speaking population of Boston.

She personally knocked on doors, gathered names, and ascertained that 25,000 children needed a bilingual program. When she finished the study and presented the demographics, she received a $200,000 budget from the Board of Education to organize "cluster" schools in garages, warehouses, etc. Desks, paper, pencils, books, and other necessities came from donors. The Educational Development Center started the donations with a $35,000 grant, helping to recruit returning Peace Corps volunteers and Vista volunteers as teachers.

Through these efforts the Bureau of Bilingual Education in the State Department of Education became a reality in November, 1971.

Operating under the theory that the child should be literate in his native language before learning to read in English, mother-tongue programs have been established in all schools where any given ethnic group is represented by 20 or more students. Parental involvement is stressed, and for every group of 200 children there is a project director.

A UNIQUE CLASSROOM EXPERIENCE: BILINGUAL EDUCATION AND FOLLOW THROUGH COOPERATING AT THE CHEYENNE RESERVATION

Dan Alford
Assistant Director and Project Linguist
Northern Cheyenne Bilingual Program
Ashland, Montana

Dan Alford began his presentation by explaining that the Northern Cheyenne Bilingual Education Program is unique among other bilingual programs in that it has moved into, and succeeded in cooperating with, an existing Follow Through Program already operating in

the classrooms on the Northern Cheyenne Reservation in Montana.

Following a slide presentation concerning the reservation and schools involved in the Bilingual and Follow Through programs, Mr Alford told about the role of a linguist in a bilingual education program, expecially where there is no existing orthography. He gave a brief introduction to the Cheyenne language and told about the social attitudes toward language and culture existing on the Northern Cheyenne Reservation. Mr. Alford discussed the role the Follow Through Program has played in the modern education of Cheyenne children, the manner in which the Bilingual Education Program has been inserted into a Follow Through classroom, and how the classroom now operates.

TEACHER TRAINING AND BILINGUAL EDUCATION

David Ballesteros
Dean, School of Arts and Sciences
California State University
Sacramento, California
Abstract not available.

THE COMMUNITY SCHOOL CONCEPT AND ITS RELATION TO BILINGUAL EDUCATION

Gloria Becerra
United States International University
San Diego, California
Abstract not available.

BILINGUAL TEACHER AND TEACHER TRAINING METHODOLOGY

Alba Moesser
California State University
Domínguez Hills, California
Aarón Berman
Sonoma State College
Sonoma, California

Dr. Alba Moesser challenged the workshop participants by asking them to define the goals of the bilingual teacher in terms of communication and language components and cultural objectives. Some of the expected competencies of an effective bilingual teacher that discussion produced were (1) Verbal proficiency in both languages; (2) Ability to communicate with parents; (3) Sensitivity to the feelings of the child; (4) Understanding of the learner's culture. Language and culture go together; (5) Ability to identify dialects.

Dr. Moesser pointed out that a person has language competency if he can speak in his second language for three minutes about unfamiliar material without making a mistake. Another criteria is to be able to read an article in one language and then translate it with 90 per cent accuracy to the other. She emphasized, however, that although a person may have competency in both languages, he still may not be able to teach. "Teachers must be trained to demonstrate their knowledge of the culture of both languages," stated Dr. Moesser. "Besides taking courses, if teachers want to know the culture of the children they teach they should go into the community—the living lab."

LET THE CHILDREN SEE: PHOTOGRAPHIC TRANSPARENCIES FOR THE CHILDREN

Gerald Viers
Ramah Navajo High School
Ramah, New Mexico
Abstract not available.

UNTITLED

Ernesto Galarza
San Jose, California

ORGANIZATIONAL PROCESS IN PASSING A LEGISLATIVE BILL

Janet Bryant
Director, Education Division
Massachusetts Commission against Discrimination
Boston, Massachusetts

Mrs. Janet Bryant described how the plight of the 40,000 Spanish, Chinese, Italian, Greek, Portuguese, and French non-English speaking, school age children in Massachusetts spurred Boston Puerto Rican community leaders and a group of agency and community workers to take concrete action on their behalf. They pressed for the passage of a bilingual education bill which would require school districts to set up transitional bilingual programs.

"The passage of the bill in late October, 1971," Mrs. Bryant explained, "was a unique combined effort which illustrates what the effect of both working behind the scenes at the State House and pressure from concerned groups can achieve." "It was important to gather this wide support, as we were talking about the passage of a bill which would benefit powerless minority groups and which called for an expenditure of money by the state in a year of tight money."

With this in mind, the Bilingual Coalition was organized. Members included some 60 organizations throughout Massachusetts as well as organizations such as The League of Women Voters, Chamber of Commerce, social welfare agencies, National Association of Social Workers, United Community Services, Massachusetts Commission against Discrimination, Massachusetts Teachers Association, union leaders, and church leaders like Archbishop Medeiros.

The Coalition Steering Committee had many tasks to perform. Among them were the following:

(1) Working with the staffs of the Speaker of the Massachusetts House and the House Chairman of the Education Committee to draft and redraft the bill;

(2) Setting up schedules for appropriate persons to testify at the hearings on the bill;

(3) Assembling for state-wide distribution kits of materials including a fact sheet, a summary of the bill, and a description of a bilingual program. Most important was an action page with suggestions for contacting by letter and phone local state legislators who should know of the interest of the their constituents in the bill;

(4) Involving the news media. Throughout the year materials from the kits were used as well as editorials, feature stories, press conferences, TV spots, etc.;

(5) Holding community meetings in various parts of the state to enlist the support of local educators and community leaders;

(6) Holding many meetings with Legislators Bartley and Daly (co-sponsors fo the bill) and lobbyists to determine the appropriate timing for working on the House and the Senate. The coalition learned that if lobbying efforts are not appropriately timed they will not be effective.

"Various techniques of sixty-six community organizations, legislative lobbying and much legwork by a number of individuals were utilized in our struggle," Mrs. Bryant stated. "We hope that our experience and the methods which we developed will be useful to groups in other parts of the country which are desirous of enacting bilingual legislation."

UNTITLED

Ben Lucero
Native American Studies Coordinator
Palomar College
San Marcos, California
Abstract not available.

COLLEGE INVOLVEMENT IN THE TRAINING OF BILINGUAL TEACHERS

María Paz Valdez
Chairman, Foreign Languages Division
Lone Mountain College
San Francisco, California
Abstract not available.

MINORITY STUDENTS IN ALTERNATIVE SCHOOLS

Minerva Mendoza Friedman
Opportunity II High School
San Francisco, California

"Alternative schools and programs are proliferating," Minerva Mendoza Friedman stated in her workshop. "This is due to dissatisfaction among many diverse groups with the traditional educational system. Some of

these programs have a great deal to offer to minority students, while others (especially the private 'free schools') are primarily geared to the needs of liberal or radical middle class white families."

She went on to explain that minority parents desire many changes in this society, but they also want their children to gain the skills and the knowledge to function effectively within the system. Alternative education, therefore, must provide minority children with mastery of traditional educational content. Ethnicity can be a means of integrating the child's education with his cultural background and maintaining an independent, dissident view of the dominant American society.

In such a new and heterogeneous field, there are many ways to go wrong. One of the problems is that successful experiments often remain at the level of tokenism or are eliminated altogether for purely budgetary reasons. "Some of the alternative schools have a separatist character, which I believe is detrimental in the long run both to the minority students and to the larger society," Ms. Friedman stated. "Segregation, whether enforced or voluntary, reduces cultural diversity, flexibility and interaction to a minimum and promotes narrowness and ignorance."

She pointed out that in order to cope with the severe academic difficulties of minority children, the schools must overcome destructive attitudes and behavior patterns. The school and the teacher have the responsibility to press the student toward greater efforts and achievements, as a counterweight against the child's low self-esteem. This effort requires purposeful, organized activity, academic standards and behavioral standards, within a flexible but carefully designed educational structure (which may vary greatly from one school to another).

Ms. Friedman concluded, "I am firmly convinced that any form of alternative education which throws away the goal of academic excellence and which abandons the students to 'do their own thing' cannot be of value to the minority communities."

EL LENGUAJE Y SUS PECULIARIDADES (IN SPANISH ONLY)

Manúel Rodríguez
United States International University
San Diego, California

TEACHING IN PRE-STANDARDIZED LANGUAGES: THE DEVELOPMENT OF NAVAJO BILINGUAL EDUCATION

Bernard Spolsky
Department of Linguistics
University of New Mexico
Albuquerque, New Mexico

Dr. Bernard Spolsky told a large dinner audience about the challenges and rewards involved in teaching in a pre-standardized language. He explained that when both of the languages in a bilingual education program are modern standard languages, the development of a satisfactory curriculum is not too difficult. But when one of them lacks an extensive written literature, has not been used for the purpose of modern technology, and is short of the resources of a standard language, such as dictionaries and grammars, the process is much more complicated.

A necessary component of bilingual education in this case is language planning:standardization and modernization. This approach is illustrated with the case of the recent movement for Navajo bilingual education. The large majority of the more than 50,000 Navajo children come to school not knowing English. Only in the last few years has there been any real effort to provide them with education in the language they know. Part of this effort has involved decisions on orthography; another major part has been the development of new terminology to

handle the concepts of the school curriculum. While all languages have the potential for expressing any concept, this potential has not always been realized: the Navajo bilingual educator is thus in the forefront of modernizing his language.

Dr. Spolsky concluded his remarks by stating that in spite of these extra difficulties, Navajo bilingual education is growing fast and offers great promise for the future.

A BICULTURAL PERSPECTIVE OF NATIVE-AMERICANS: FOCUSING ON BILINGUALISM

Billy Mills
Office of Recreation
Physical Education Athletics
Albuquerque, New Mexico

Billy Mills, the famous American Indian Olympic runner, began his address by pointing out that there are over 200 languages spoken by the various Indian tribes throughout the nation. Obviously the problem of bilingual education is even more severe for Indians than for those ethnic groups who have at least a common language.

While about 98% of Navajo children speak Navajo, of the 2000 teachers who teach these children less than 100 speak Navajo. Eighty-six per cent of Navajo children starting first grade are unprepared to learn in an educational system based on the English language.

Mills noted that his ancestors had a spiritual commitment to a way of life. When they were defeated, a philosophy was destroyed. The young Indian of today is living in a philosophical vacuum. But the void is beginning to be filled with a new philosophy. Many tribes are reeducating themselves in this new philosophy. Basically it is this idea: "Be able to accept defeat and come back with victory."

Drawing from the vision of Crazy Horse in which the old chief saw fire, death, and total destruction, and finally a spark which would grow, Mills predicted that the vision would come true and that the Indian would come back from defeat and eventually help mankind to find a better tomorrow.

Mills recalled several cases in the sports world which indicate how even utter defeat can be overcome. He called particular attention to George Young who finally won an Olympic Gold Medal after training for ten years, winning his race by only 1/10th of a second.

Mills predicted that the comeback of the American Indian would be substantially hastened through the appropriate application of bilingual education programs and through a growing national acceptance of biculturalism.

THE NEW FEDERALISM AND THE MULTILINGUAL MULTICULTURAL MINORITY: A LOOK INTO THE FUTURE

Armando Rodríguez
Assistant Commissioner
Office of Education
Washington, D.C.

"A new thing is coming on the horizon that I'd like to address myself to. The belief that government can bring people up instead of their doing it themselves is one of the great illusions of our time. The New Federalism is the psychological and philosophical framework that will dominate our country for the next few years. The new American majority has spoken. We need, then, to examine these tenets of Nixon's New

Federalism to determine how they will affect the multulingual multicultural society as citizens.

"One of the basic concepts of that is revenue-sharing. No money for education, as such, was included in the first round. As expected, only a few reports have come in that, in unrestrained use of that money, not much, if any, of it was spent or used for public education purposes.

"This year, related to the President's funding year 1974 budget, is a special bill called the Better Schools Act. The bill proposes a dramatic step away from the federal dictation of federal aid to education through categorical funding programs and vividly reflects the President's New Federalism. What does this bill propose? It proposes to consolidate more than thirty programs into a single act with five general areas of expenditures, and they are disadvantaged, handicapped, vocational education, impact aid for children whose parents live and work on federal property, and support services (that's the mystery one). Note that it does not include Title VII of the Elementary and Secondary Education Act, more commonly known at the Bilingual Education Act. It does, however, include Title I, with its more than one-and-a-half billion dollars each year. This program has increasingly been, in many school districts, providing some support to bilingual bicultural programs. It is important, as the Better Schools Act monies come to state governments for distribution to local school agencies, that this priority be retained and enlarged in the use of these monies for the bilingual bicultural child.

"Fortunately in the past three years more and more states are passing legislation that directs resources, including state funds, toward expanding programs in local schoool districts for the bilingual bicultural child. And what's more important, many school districts are taking their own hard money and using it for this purpose. While the amount of money appropriated by the federal government for providing equal educational opportunities for the bilingual bicultural child has not been large—indeed, it has been too small—its impact in arousing awareness of this significant educational challenge is immeasurable. Our experiences in the past four years with federal support for bilingual bicultural pilot projects will provide any school district with ample examples of how to develop and implement such a program.

"This conference is additional evidence of the concern and desire of the federal government to continue to provide leadership in the educational direction of the bilingual bicultural child. But I have a concern because we are not taking advantage of it. We are not even alerting ourselves or our constituents to the availability of funds. With the responsiblity coming to the local level, it will continue to increase for you, for all of us, in terms of assuring that what is available should be gathered and used for the benefit of our children. This will require, as in the past, vigilance on the part of the citizens seeking educational attention in their local schools for their bilingual bicultural children. This will also require a constant monitoring of the decisions of the local and state educators related to their attitudes on bilingual bicultural education.

"One vital aspect of the New Federalism involves not only placing more responsibility on state and local governments for management of federal fiscal resources but also to hold them more accountable for compliance with federal civil rights laws.

"If New Federalism is to succeed, the fundamental basis for its existence, the return to the people of the power and resources to govern themselves at their nearest level of involvement, must prevail. And the most important and closest relationship that every citizen has to local government is the education of his child.

"For those of us in education the Better Schools Act offers us an opportunity as professionals to join hands even more closely with our constituents in a partnership of educational progress. For those of us who are bilingual bicultural, the Act offers us the opportunity to more firmly implant in the curriculum as educational philosophy of our local communities, the positive significance of equal educational opportunity for all of its citizens. We have within our grasp the resources to make a dream of a few years ago a reality today—a truly multilingual multicultural society."

THE EDUCATIONAL ECOLOGY OF MULTILINGUALISM

William Mackey
Centre International de
Recherches sur le Bilinguisme
Cité Universitaire
Quebec, Canada

Paper delivered by Theodore Andersson

The term "ecology" was coined more than a century ago from two Greek forms meaning the study of home. This term became an everyday word in the late 1960's when literate populations, due to the remarkable increase in mobility and communications, realized that their homes were much larger than individual towns and might even include the entire world. The in-

crease in the number of contacts between groups and individuals in the quarter century following the Second World War has been so great as to constitute a new social phenomenon that no planner can afford to ignore. Ecology, then, is essentially the study of living things, including man, in relation to each other and to their environment. Starting as a branch of the biological sciences, this type of study soon spread to the social sciences. Since language is essentially a social phenomenon, it was inevitable that ecology would eventually embrace the language sciences as well. Education is also a function of society, and one that depends largely upon language. Language being what it is—the chief means of individual representation of the universe, of self-identification, and of interpersonal communication—it is not surprising that the insertion of another language into an individual's life is bound to have repercussions that are not limited to the problems of linguistics or education and that are felt far beyond the classroom. Such is the case with bilingual societies.

The study of the relationships between education and language within the society must, necessarily, be ecological. Both are part of a nation's culture; both change and evolve as do biological sciences and species; and both are open to the same sort of questions. What affects the survival of species? What are the effects upon the culture of a given type? What is the interrelationship between the roles of language, religion, educational administration, and minority rights? These are just some of the types of questions that need to be answered.

As in all ecologies, however, the relationships only become evident when something goes wrong. In education this happens most often when competing languages or dialects are involved, that is, in situations of multilingualism. In solving such problems of language conflict and in planning for judicious use of languages in schools, it is important, therefore, to study what can be termed the educational ecology of multilingualism. This ecology is the study of the special roles of different languages and dialects as they relate to each other and to the policies and practices of education in different environments.

THE STRUGGLE FOR SURVIVAL

Leonard Olguín
Right to Read
Washington, D.C.

"Why don't we just take a look at some of the things that tie us all together as human beings? We're all surviving members of the same *genus*. We're *homo sapiens*. We've stood the test of time. We're here today.

"We share not only our mysterious ancestors but also some very basic, common human needs. We need air, water, food, and shelter. Then we want love, and we need personal esteem, and then we need esteem from other people, and then we want to start doing things for our fellow man. And the top of living is to grow up to be who you are, and be it one hundred per cent.

"Sixty-seven per cent of the world's efforts are spent for food and water. That only leaves thirty-three per cent. This thirty-three per cent should be used for ways of pursuing shelter and ways of figuring out how to get more love and to build self-esteem and peer-esteem and how to do things to help humanity. But here we get into a problem, because cutting into that thirty-three per cent are hate, jealousy, greed, careless ignorance, pettiness and bigotry, selfishness and treachery, and cruelty and bitter, unforgiving heartlessness. In the face of these kinds of problems how do we manage to survive?

"Twenty-eight years ago they dropped a bomb on Hiroshima, and we've lived on the brink of extinguishing all life on earth ever since. During those twenty-eight years man has started to have a little time for introspection, for looking in. He's had plenty of time to think about himself as a species of life. He's begun to stop and look squarely at the last and most difficult frontier of all, himself. We're the first people who have to look in, and, man, is that spooky.

"It's time that we stopped responding blindly to internal biological mechanisms, such as visual and oral imprinting and aggressive behavior, which we once needed for survival but which no longer serve any useful purpose but instead will kill us. We're on the frontier of people, and man needs desperately to devise new patterns for survival. The old ones are not useful to us now. Man knows that he has to overcome small and narrow views of other people, but what most men and women don't know is that at one time the pattern for survival was to reject the other guy who didn't look like you. And what they don't know either is that these patterns are so deeply ingrained that it's almost impossible to believe it.

"The people in this room involved in caring about multilingual, multicultural, multiethnic education, multilingual concerns, you're showing the way for survival. Because we have such a beautiful mixture of people in our country, we're showing the way for survival for everybody in the world. Everybody in the world is looking at us because of the way we're put together and who's here and what we claim.

"I'm going to challenge you as a fellow human, another *homo sapiens*, to shake off some of these old vestiges that have come down to us from our ancient past. Shake them off. The rules have changed. What we had a hundred thousand years ago will kill us today. Look at all these people around you. They're your brothers and sisters. They each have to have air, water, food, shelter, love, self-esteem, and esteem from you. They all need to grow up to be whoever they are, not what YOU want, but whatever THEY are.

"I'm going to spend the rest of my life, as I know many of you will, on the frontier of human self-discovery, and together we'll seek some new tools for understanding. And we'll let our curiosity run wild and think of things no one's ever thought of looking at before, and we'll teach everything we learn, and we'll travel all over the world to learn it. In the critical issue of the survival of humanity, lead, follow, or get out of the way."

PROOF THAT IT IS NON-INJURIOUS TO BE MEXICAN

Edward Casavantes
Drug Abuse Council
Potomac, Maryland
Abstract not available.

DEVELOPMENT AND TESTING OF NON-VERBAL AND VERBAL TRANSLATION ABILITY: GAMES AND OTHER TOOLS

Bill Lifson
Kern County General Hospital
Bakersfield, California
Abstract not available.

BILINGUAL EDUCATION AT THE JUNIOR AND SENIOR HIGH SCHOOL LEVELS

Eddie Thorn
Mt. Miguel High School
Spring Valley, California

"School records show that Spanish speaking youth is two to four years below the English speaking students in reading comprehension at the high school level," Everette (Tio Eddie) Thorne stated to the participants in his workshop. He went on to say, "This is a one way street to frustration and failure, in school and in the competitive job-market the student must enter after he 'drops out' or is socially passed on to graduation."

Mr. Thorne pointed out that while a token bilingual education program under Title VII has been initiated for less than five per cent of the non-English speaking children at the lower primary school level, little or nothing has been programmed to meet the desperate situation at the junior and senior high school levels. As a result academic and economic failure for this generation of teenagers as well as for their brothers and sisters in the upper primary grades is almost assured. In California alone there are more than a quarter of a million children who will suffer considerably because of an ineffective educational program.

The following questions, among others, were discussed within the context of the workshop:

1. Is there any practical solution to the problems stated above?
2. What is the role of ESL in this area? How effective is it?
3. Should bilingual education be attempted with teenagers?
4. Are bilingual teachers available for such

programs?

5. How does a bilingual program for junior and senior high schools differ from a program for lower primary grades?

A CULTURALLY DEMOCRATIC LEARNING ENVIRONMENT FOR MEXICAN-AMERICAN STUDENTS

Manuel Ramírez
Director, Follow Through Project
University of California
Riverside, California

Abstract not available.

TEACHERS TRAINING FOR BILINGUAL BICULTURAL EDUCATION: TEACHER CORPS

Meliton López, Director, Teacher Corps
University of California Extension
Santa Cruz and Salinas Union High School District
Santa Cruz, California
Presenters:
Rosa Kestelman, Program Development Specialist
Robert Drake, School Coordinator
Miguel Loza, Intern at Washington Junior High
Alexander Sapiens, Intern at Alisal High School

The speakers explained the activities and purposes of the Cycle VII Teacher Corps Program. They noted that the project is advised by a Steering Committee composed of team leaders, interns, students, and representatives from schools, universities, and the PTA.

The student population that the interns are teaching includes a significant proportion of students with linguistic, cultural, behavioral and learning barriers. The project is required to respond directly to the goals established by the school district in conjunction with the community. The major goal is to eliminate or drastically reduce the number of Mexican-American students leaving school prior to graduation.

The bilingual bicultural component of the teacher education program is competency-based. Attention is given to developing a teacher who is sensitive, reflective and action oriented. Thus, one of the objectives for the bicultural component is for the intern to identify a particular educational need in the community and to personally become involved in bringing about options, alternatives or solutions.

Bilingual education should provide teaching/learning experiences both in the student's dominant language and in his second language. In addition, a language maintenance philosophy should be supported. To reach these goals, it is critical that teachers from bilingual programs be fluent in the academic lexicons of their fields of specialization.

One of the aims of the bilingual component is to develop the confidence of Spanish native speakers in their bilinguality. Also, flexibility and acceptance for the various dialects of Spanish is emphasized.

The pre-service summer program for the interns includes a high intensity Spanish program for school district personnel. Teacher Corps staff and interns share their language and culture with principals, vice-principals, counselors, and teachers for four weeks in a total immersion situation.

PRE-SCHOOL PREPARATION FOR MIGRANT EDUCATION, HOME INTERVENTION: A SELF-CONTAINED CENTER

Toni Micotti
Project Manager
Spanish Dame School
Bilingual Bicultural Education
Santa Clara County Office of Education
San José, California
Ed Cabrera
Pre-School Coordinator, Region I
Migrant Day Care
Santa Clara County Ofice of Education
San José, California

Abstract not available.

UNTITLED

Dan Begonia
Asian Studies
California State University
San Francisco, California

Abstract not available.

THE SECONDARY SCHOOL AND BILINGUAL EDUCATION

José Licano
ESL/Bilingual Project
González Union High School
González, California

Abstract not available.

RESOURCES TO AID IN IN BILINGUAL EDUCATION

Rafael M. Fernández, Director
Materials Acquisition Project
San Diego, California
Frances López Beckers
Parallel Curricula Coordinator
Helen E. Diaz
Field-Testing Coordinator
Julia Gonsalves
Portuguese Coordinator
Ann Kern
Editorial Coordinator

Mr. Rafael M. Fernández opened the workshop by introducing the Materials Acquisition Project (MAP) staff. He then gave a brief overview of MAP's main goals and functions. He explained that MAP was created in the summer of 1970 for the specific purpose of making a search in the Spanish and Portuguese-speaking countries of the world for educational materials in Spanish and Portuguese with potential value to U.S. bilingual programs. Samples of such materials were to be acquired, and information concerning them, including evaluations and field testing results, was to be disseminated among U.S. bilingual programs.

MAP coordinates its efforts with the Dissemination Center for Bilingual Bicultural Education in Austin, Texas, which gathers and distributes information concerning instructional materials published in the U.S. that are of value to bilingual programs.

In four acquisition trips, two to Mexico and Central America, one to South America, and one to Spain and Portugal, MAP purchased almost 17,000 individual instructional items, to which about 3,000 more have been added through continued purchases and through donations. These items are continually being evaluated: through pre-classroom use assessments by teachers from throughout the country, through field testing in classrooms in nine states and the District of Columbia, and through another nationwide program called Parallel Curricula that seeks to identify comparable concepts and skills in the MAP materials and in texts in use in English.

Next year MAP expects to be initiating one more program that should lead to the publication of sets of texts that are specifically relevant to U.S. Spanish-speaking students. Through a schedule of individual meetings with domestic and foreign publishers, MAP seeks to make recommendations for the revision of those domestic tests and foreign texts that have a high degree of value and do not require extensive changes.

Ann Kern detailed procedures for the dissemination of information on the MAP materials. The main vehicle for dissemination is the monthly review *Materiales en Marcha* which primarily features outstanding materials of the collection.

Frances López Beckers explained the specifics of the Parallel Curricula Program, presented numerous elementary materials, and reviewed their possible uses.

Helen Diaz described the Field Testing Program, and Julia Gonsalves reviewed Portuguese materials. Ms. Diaz and Ms. Gonsalves also discussed the merits of using many texts in bilingual education and of encouraging teacher selection of materials which are specifically relevant.

ARGUMENTS FOR UTILIZING BILINGUAL EDUCATION WITH THE DEAF

James O. Woodward
Assistant Professor, Linguistics
Gallaudet College
Washington, D.C.
Abstract not available.

PLANNING YOUR PRESCHOOL BILINGUAL PROGRAM

Gloria Gómez
East Los Angeles Community College
Los Angeles, California
Abstract not available.

BILINGUAL EDUCATION SERVICE CENTER-A RESPONSE TO THE NEEDS OF IN-SERVICE, MATERIALS ACQUISITION, COMMUNITY RELATIONS AND EVALUATION

María Medina Swanson
Director, Bilingual Education Service Center
Mount Prospect, Illinois
Abstract not available.

TEACHING MEXICAN CULTURE THROUGH ROLE PLAYING AND THROUGH MUSIC

Al Pill
Consultant
Bilingual Education Program
Santa Ana Unified School District
Santa Ana, California
Abstract not available.

MATERIAL DEVELOPMENT ON TEACHER TRAINING IN BILINGUAL EDUCATION

Rolando Mans
Coordinator
Board of Cooperative Educational Services
La Junta, Colorado
Abstract not available.

SUCCESS FOR THE MEXICAN-AMERICAN CHILD: A MATTER OF TEACHER "KNOW HOW"

Paul Wasserman
Los Angeles, California
Sue Wasserman
California State University
Northridge, Calfornia
Abstract not available.

BABEL

Robert Cruz
Director
Bay Area Bilingual Education
Berkeley, California
Eduardo Apodaca
Associate Director
Bay Area Bilingual Education
Berkeley, California
Abstract not available.

THE TRAINING OF PORTUGUESE TEACHERS IN BILINGUAL EDUCATION

Nelson H. Vieira
Brown University
Providence, Rhode Island

Mrs. Nelson H. Vieira centered his presentation on a description of the Bilingual Institute at Brown University which has departed from the traditional training curriculum. It has evolved as an innovative teacher training program involving individualization. No longer a course-oriented program, the institute concentrates on satisfying the immediate needs of individual bilingual teachers in Portuguese-English projects. Attending a minimum of lectures and classes, each teacher/participant follows his own program of study drawn from a list of 14 course offerings ranging from methodology, theory and practicum to programmed introduction, to linguistics. In addition, seminars and workshops deal with curriculum and material writing.

Using special case studies of teachers who were actually enrolled in the institute, Dr. Vieira touched upon a variety of areas: the foreign-born teacher in the American school system; the distinct advantages of native-speakers in developing curriculum; self-improvement activities for teachers, such as ESL and Advanced Portuguese for Luso-Americans; and orienting English-speaking teachers to bilingual education. He stated that the individualization process included a substantial amount of material writing which is paramount to Portuguese-English bilingual projects. Above all, he stressed that the individualization program revealed that personal investment in a training program resulted in remarkably positive teacher participation.

CULTURAL DIFFERENCES BETWEEN CHICANOS AND ANGLOS THAT REFLECT THE NEED FOR BILINGUAL EDUCATION

Mari-Luci Jaramillo
Chairman, College of Education
University of New Mexico
Albuquerque, New Mexico

Dr. Mari-Luci Jaramillo began her lecture by explaining that there is a polarization of ideas concerning cultural differences among ethnic groups in the continental United States. There are those that firmly believe there ***are*** no cultural differences. To this group, all differences amongst people are caused by social class; if poverty is eradicated, all people will be alike. They feel that because one group has been kept out of the economic mainstream, differences between it and the second group have appeared.

Then there is the opposite viewpoint: there ***are*** very real differences amongst groups of people. Surely, individual differences can be accounted for within a cultural context. This group feels strongly that culture does shape the individual to feel and to think differently. There are many similarities among ethnic groups, but there are also differences that should be preserved. Diversities in people make for a greater country.

Dr. Jaramillo stated, "I belong to this latter school of thought. I do believe that there are major differences between ethnic groups and that we should actively preserve these differences."

Throughout the rest of her lecture, Dr. Jaramillo enumerated several differences between middle-class Anglo Americans and Chicanos in order to substantiate her premise,

stated above. She referred to several phenomena: carnalismo, the use of space; the reward system adhered to; the use of time; relationships to other human beings; and child rearing practices. She stated that differences in these areas exist between the two groups even when social class is held constant.

Throughout her presentation Dr. Jaramillo cited many classroom situations which are examples of critical differences between the Anglo and Chicano cultures. These differences help to show the desperate need for bilingual bicultural education.

DEVELOPING A TEACHER PREPARATION PROGRAM FOR THE BILINGUAL, CROSSCULTURAL SPECIALIST AT THE UNIVERSITY/COLLEGE

Tony Salamanca
Consultant
Commission for Teacher Preparation and Licensing
Sacramento, California

Dr. Salamanca pointed out that after a survey, the Commission for Teacher Preparation and Licensing found that no state currently has a bilingual or bilingual bicultural teaching certificate of any form—for elementary, secondary, or specialist teaching.

Some states, including Massachusetts, have laws which mandate bilingual education if a certain percentage of students are of a single bicultural group. However, none of the states have adequate methods of assuring proper credentials for teaching.

The new California commission, made up of 10 full voting members and five ex-officio members has been appointed by the Governor and confirmed by the Senate to implement the Teacher Preparation and Licensing Law of 1970 (Ryan Act). This commission, at the time of the conference, was about to present the first state adopted guidelines to be used for bilingual and bicultural teacher preparation in the nation.

Quoting from two sections of the law, Salamanca clarified the basic meaning and intent by stating, "The legislature sets broad minimum standards and guidelines for teacher preparation and licensing to encourage both high standards and diversity. Within that framework of state control, school districts and teacher preparation institutions must reflect the diversity of functions served by modern education and require licensing regulations which are flexible, realistic, responsive, and simple.

"The minimum requirements of specialists' instruction credentials are (a) a valid teaching credential and (b) such specialized and professional preparation as the Commission may require by other provisions of this code."

In order to qualify for a specialist credential, the candidate must hereafter have a valid California teaching credential or a commission-approved teacher preparation program that would fulfill the current requirements for such a credential. The candidate must also successfully complete a commission-approved program of specialized professional preparation.

Those institutions wishing to submit programs for approval should:

(1) Prepare a teacher who has a valid teaching credential with the additional capability of specializing in the education of students who have language and/or culture characteristics different from the dominant majority;

(2) Recommend the candidate for the specialist's credential when the candidate has demonstrated minimum levels of competency as defined in the institutions's approved program, notwithstanding the college or university unit count;

(3) Include the core of minimum competencies outlined under the implementation statements established by the commission for this credential.

Salamanca noted that the commission has developed 20 implementation statements to clarify the guidelines set up by the commission.

FIRST STEPS IN DEVELOPING A BILINGUAL BICULTURAL PROGRAM

David Aguirre
Resource Teacher, Title VII
Project Esperanza
Salinas City School District
Salinas, California

"It has been my experience and observation that because of the newness of bilingual bicultural education, there have been no definite guidelines set forth for districts and communities to follow in developing their programs," stated David Aguirre in his workshop. He went on to explain that he would present some guidelines which by no means were to be taken as the absolute way to initiate a bilingual bicultural program, but which would provide some general direction.

"Basic information on theory and philosophy is the first requirement," Mr. Aguirre stated. He cited several publications that are useful and mentioned the importance of obtaining infor-

mation from existing bilingual bicultural programs. He noted the importance of effective use of consultants and consultant firms and mentioned the availability of the State Task Force Office in Sacramento for California districts.

With respect to school-community communication, Mr. Aguirre stressed the need for both parties to take definite steps in order to set a solid foundation for the program. He stated that parents must be informed by school personnel who relate with the community of program goals. There is also a need to dispell fears and involve parents in planning, philosophy, goals, personnel selection, management and budget. Parents should also be involved as volunteers, making school visitations and positively affecting the students in other ways.

Next, Mr. Aguirre stressed the importance of hiring the right personnel to work in the program. "They must be of a certain type; otherwise the program will meet with very severe problems that could retard progress severely," he stated. He spoke of the advantage of bilingual teachers, who have a complete or near complete understanding of the culture, heritage, and language and educational problems plaguing the Chicano child. An alternative would be a teacher demonstrating a willingness to learn these skills. He also stressed the importance that the teacher be a humanistic person. He then discussed the roles of resource teacher and director; the selection of personnel, based on Fishman's four types of bilingualism; teachers in established programs; sources for bilingual teachers; and special programs, such as the Minicorps, Teacher Corps and Cycle VII.

Mr. Aguirre then stressed the importance of careful student selection. He pointed out that if the proper balance of the two different languages is not met, other problems occur. He recommended that participation be optional, not mandatory, based on a complete explanation of the program to the students. Language dominance is helpful in determining the student's degree of language mastery and should be undertaken before he enters the program.

With respect to time allotments for language and subject matter, Mr. Aguirre presented the following general guidelines, which he stated are flexible and can be changed to place emphasis where there is most need:

I. LANGUAGE TIME ALLOTMENT
   A. Native language
      1. 1st year 90%
      2. 2nd year 80%
      3. 3rd year 70%
      4. 4th year 60%
      5. 5th year 50%
   B. Second Language
      1. 1st year 10%
      2. 2nd year 20%
      3. 3rd year 30%
      4. 4th year 40%
      5. 5th year 50%

II. SUBJECT MATTER TIME ALLOTMENT
   A. Native Language
      1. Math
         a. 1st year 100%
         b. 2nd year 90%
         c. 3rd year 75%
         d. 4th year 50%
      2. Science and Social Studies
         a. 1st year 90%
         b. 2nd year 75%
         c. 3rd year 50%
   B. Second Language
      The difference between the above percentages and 100 is the amount of time spent on the second language.

Lastly, Mr. Aguirre discussed community responsibilities. He underscored the importance of community involvement in all aspects of planning and maintaining a bilingual bicultural program and of support from the bilingual bicultural personnel for the program. He also noted the importance of these elements: following the chain of command; utilization of suspension time or timeline; and continuing an ongoing evaluation and needs assessment at the classroom level, in order to overcome negative attitudes of school district administrators.

DEVELOPMENT OF TEACHING MATERIALS IN BILINGUAL EDUCATION

Charles H. Herbert, Jr.
Director, Regional Project Office
San Bernardino County Schools
San Bernardino, California

Dr. Herbert began his workshop by quoting the words of Vygotsky, "The limits of my language are the limits of my world." He then pointed out that teachers in bilingual programs, like all teachers, are continuously faced with the problem of finding appropriate materials for themselves and their students. He explained that because all learners have unique talents, abilities and backgrounds, no set of commercially prepared materials will adequately serve every student. Therefore, teachers in bilingual programs must seek to create lesson materials that are suited to teaching basic cognitive skills as well as specific and appropriate linguistic and subject matter content.

Dr. Herbert went on to state that language abilities in children vary greatly and bilingual children show an even broader range of language skills. For these reasons, he pointed out, materials for use in bilingual classrooms must be flexible and adaptive, since there is great need for individualized instruction and learning in bilingual educational programs. Such materials must incorporate many of the features of natural language learning, such as peer teaching and learning, trial and error learning, learning through experience, and immediate use of what is learned.

Dr. Herbert pointed out that the bilingual teacher has several roles as he/she uses classroom materials: (1) a planner, prescribing appropriate learning activities; (2) an organizer, providing productive environments; and (3) an observer, studying and noting each child's progress and needs.

The following guidelines, prepared by Dr. Herbert, will assist teachers in selecting and preparing bilingual lesson materials:

1. Make the objective of the lesson clear to students and help children see the value of the lesson.
2. Be sure the skill to be learned is obvious to the child.
3. Isolate the steps of complicated processes or learning.
4. Encourage questions and respond to them in a thoughtful way.
5. Cultivate and accept different solutions and answers.
6. Encourage students to experiment and try things on their own.
7. Allow students to draw conclusions on their own.
8. Allow students to make mistakes and help them learn from them.
9. Arrange for and encourage group learning, peer teaching and individual study.

BILINGUAL SYNTAX MEASUREMENT

Armando Ayala
Area III Bilingual Bicultural
Sacramento, California
Marina K. Burt
Researcher and Author
Berkeley, California
John Vatsula
Intercultural Program Evaluator
Placer County Office of Education
Auburn, California

The participants began their workshop by pointing out that the Bilingual Syntax Measure (BSM) was designed to determine the level of structural language development of children ages three to eight. It presently has two language versions, English and Spanish.

Raw data consists of the child's spontaneous responses to questions which are designed to elicit a range of syntactic structures varying in learning complexity. There are 22 such questions in the English version and 26 in the Spanish version, referring to six cartoon pictures.

Spontaneous speech elicitation, a method that has been very productive in language acquisition research, has been used in the BSM to overcome many current problems in linguistic test validity. Using this technique, the BSM has been successfully administered and partially scored by parents, instructional aides, and teachers.

The speakers went on to explain that the BSM has no "correct" answers. All semantically appropriate responses for any question are accepted and coded to determine the child's level of grammatical proficiency. Coding consists of counting the number of semantic features expressed grammatically where and when they should be in the child's response, and comparing these to the grammatical version of that structure that is used in the child's community.

The BSM has been used with about 1,300 children in parts of California and New York.

SECOND LANGUAGE IN TEACHING PRESCHOOL

Mary Crawford
Coordinator, Ethnic Studies
Chula Vista Elementary School District
Chula Vista, California

Abstract not available.

COMMUNITY SCHOOLS AND BILINGUAL EDUCATION

Alfredo Figueroa, Founder
Escuela de La Raza Unida
Blythe, California
Ramon Navarro, Director
José Luis Ramos, Assistant Director

At the beginning of the workshop, Mr. Figueroa raised the question "Why community schools?" He cited the insensitivity of teachers, counselors, administrators, and school boards of public schools as an important reason for considering alternative schools. The panel also noted the inefficiency of bilingual programs, particularly in regard to improper implementation and lack of true commitment on the part of staffs.

The Escuela de La Raza Unida resulted from

a build-up of negative feelings in the Mexican-American community of Blythe, California, toward the traditional school. Finally, a decisive incident motivated the community to take action. They organized a six-week walk-out from the school and began holding classes in the park for Mexican-American students who had left the school. During this time parents participated vigorously as teachers, curriculum developers, and school board members of the alternative school, which found support from the UFW, MAPA, Brown Berets, and MECHA.

The speakers stated that their future plans for the school include expansion of the student body, finding a site in the country, and implementing as many methods and techniques for instruction that apply to the students' needs as possible. They are also working toward the establishment of an Institute for Chicano Alternative Schools.

CREDENTIALING OF BILINGUAL TEACHERS

Dan Martínez
Mathematics Department
California State University
Long Beach, California
Marcello Fernández
Director, Bilingual Program
District of Columbia Public Schools
Oyster School
Washington, D.C.

"We are experts on cultural content, but we need more in the way of knowing techniques.

"However, we have the technique more than we realize.

"Bilingual education is not the answer to another minority problem, and we need to convince legislators of this.

"We (bilingual educators) don't communicate well among ourselves regarding our programs, research, methodology. And we don't document our successes well enough.

"Programs should be tailored to the bilingual child—they are our first concern.

"Many bilingual teachers need to know more technique.

"There are lots of teachers who speak Spanish, who can't speak it but they have the paper. Then there's us—we speak both well but do we have the technique?

"One technique we need to learn is how to assess our success. Most teacher training institutions don't really prepare any teacher for the classroom situation.

"To produce, you first have to articulate your needs. If we can do this then the problem is half solved. It is ridiculous for the university to teach us bilingual education the old guard is trying to teach us. It just frustrates us more."

According to Dan Martínez, the Commission for Teacher Preparation and Licensing is in the process of writing the specifications for a specialist credential in bilingual/cross-cultural education. He pointed out that there are a number of advantages to having this credential. For example, presently there is a surplus of teachers with traditional skills and preparation; the holder of this new credential will be more employable.

Dr. Martínez explained that the existence of this credential will encourage colleges to begin programs for training bilingual teachers. This in itself would be a major breakthrough.

If programs are properly established at the colleges, students who are bilingual when they enter college should be able to obtain the bilingual specialist credential concurrent with their regular teaching credential.

Concluding his presentation, Dr. Martínez stated, "I hope the Commission will study the role of the teacher aide. There are a number of things the Commission can do to encourage aides to obtain a teaching credential."

ESCUELA SECUNDARIA

Celia LaForge
Jefferson Union High School District
Daly City, California
Abstract not available.

CULTURAL DEMOCRACY

Alfredo Castañeda
Stanford University
School of Education
Palo Alto, California

Sr. Castañeda pointed out that in the United States a number of minority groups have not been able to achieve political democracy or economic democracy. He stated that, although much has been articulated in the United States about political and economic democracy, substantial numbers of people are still disenfranchised politically and economically.

Perhaps one of the reasons for this phenomenon is the failure of American thinkers and writers to articulate cultural democracy. "I interpret cultural democracy," he said, "within an educational framework; it means the right of the child to remain identified with his home and community socialization experiences, regardless of whether you call these cultural, ethnic, racial, or social, at the same time that he is ex-

ploring the cultural forms of the mainstream society."

Generally the goal of bilingual education is for the public school to prepare the child to function competently and effectively and to contribute to more than one cultural world. Public education must consider the home and socialization experiences which produce the child so that these experiences are not given differential value, status, and importance.

Even though there are some good bicultural education programs for a wide variety of children in America today, American education, as far as acculturation and assimilation is concerned, has been guided by a philosophy stimulated by the immigrations from Southeastern Europe. Educators were concerned about what kinds of goals schools should have for the immigrant child who was speaking a "foreign" language. One of the crucial implications of this ideology is the attack on the fundamental right of the child to remain identified with his home and community socialization experiences. "Foreign" customs have not been considered of the same status, value, or importance as those of the Anglo-Saxon cultural group, the largest ethnic group in this country.

"Many of us," Castaneda concluded, "are now attempting to formulate a different philosophy or orientation which does not exclude, prohibit, omit, or denigrate the communication style, human relational, cognitive, and motivational style of the children of other groups in this country." All groups must be included with equal value, status, and importance in American public education.

STATE LEGISLATION IN BILINGUAL EDUCATION

Robert García
State Senator
Albany, New York
Carlos Truán
State Representative, District 45
Austin, Texas
Abstract not available.

MULTICULTURAL ASSESSMENT PROCEDURES FOR CHICANOS IN PUBLIC SCHOOLS

Jane Mercer
Department of Sociology
University of California
Riverside, California

Dr. Jane Mercer told her lecture audience that because of the unicultural characteristics of present assessment procedures, many children from non-Anglo backgrounds are inaccurately being labeled as intellectually subnormal. She went on to state that the only measures available for educational planning at the present time are IQ tests and academic achievement tests standardized primarily on Anglo populations. The content and norms for such tests contain cultural biases which make it impossible to assess adequately children from non-Anglo backgrounds.

Dr. Mercer explained that the purpose of her current project is to incorporate cultural pluralism into clinical procedures.

First, the project will develop a measure for a child's adaptive behavior at home and in the community in order to expand knowledge of his competence in non-academic settings.

Second, the project will develop multiple norms, appropriate for a wide range of sociocultural settings, for the Wechsler Intelligence Scale for Children and the Adaptive Behavior Inventory for Children (ABIC). This additional information will make it possible for the school psychologist to interpret the meaning of a child's performance in relation to that of his age peers from similar sociocultural backgrounds.

Third, the project will develop a systematic method for securing information from the mother about the child's health history to assist in identifying those children who may have physical handicaps.

MULTINATIONAL SPANISH SPEAKING COMMUNITIES IN THE MIDWEST

Isidro Lucas
Assistant to Regional Director
for Community Organizations
Chicago, Illinois

According to Dr. Isidro Lucas, the unique urban Spanish-speaking communities in the Midwest are characterized both by unity and fragmentation. He pointed out that existing demographic data shows surprising numbers of Latinos in the Midwest. These groups are composed of different nationalities and different socio-economic backgrounds. Among them are the "settled-out"agricultural migrants, political refugees, regulated intra-national migrants (Puerto Rican farm labor), independent migrants, and "illegals."

Latinos as a socio-economic "minority" have the common traits of multi-nationalism and "block" politics, he pointed out. He also stated that there is a new breed of Latino newcomer who has cultivated a relationship to other minorities.

Dr. Lucas stated that the "melting pot" theory becomes bankrupt if a monolingual society is going to become bilingual. With respect to assimilation and multiculturalism, Dr. Lucas referred to the various conflicting challenges facing Latinos. He stressed the importance of national pride as a basic ingredient for self-identity and multi-national bilingualism.

In conclusion, Dr. Lucas stressed the importance of unity among Chicanos from the Southwest, Puerto Ricans from the East, and Spanish speakers from the Midwest in order to achieve economic progress and to strengthen national ties. Efforts need to be combined to effect change in community organizations, government, and school systems so that the needs of Latinos in the Midwest might be met more effectively.

THE FILIPINO'S SEARCH FOR A PLACE IN THE SUN

Julita Tamondong McLeod
San Francisco Unified School District
San Francisco, California

In her lecture Mrs. Julita Tamondong McLeod spotlighted the Filipino "greats" or "near greats" who in spite of their significant contribution to world civilization, have not made the headlines or are never heard of because of their personal humility or because of lack of publicity and fanfare. She also brought some light on the Filipino's journey to the USA, dating back to the days of the Manila-Acapulco Galleon Trade in the 1500's, and traced the tortuous, toiling path of Filipino progress in the USA.

According to Mrs. McLeod, "The Filipino experience in America is a litany of contemporary problems in various areas that confront him: self-image and identity, bilingualism biculturalism, social services, employment, housing and education." She pointed out, "Innovative ideas, coupled with skill and ingenuity, are the springboards for realistic programs that can bring about solutions to these concerns."

In conclusion, Mrs. McLeod stated that the Filipino now has a new consciousness. "Imbued with sincerity, dedication to hard work, and love for his fellowman, Filipinos are well on their way to carving their niche for posterity," she stated.

A CONTINUOUS PROGRESS APPROACH IN A SPANISH/ENGLISH SETTING

Robert Capps
Principal, Bandini Elementary School
Commerce, California

Abstract not available.

UNIVERSIDAD DE AZTLAN AND BILINGUAL EDUCATION

Tomás Gonzáles
Universidad de Aztlán
Fresno, California

Abstract not available.

CALIFORNIA STATE BILINGUAL BICULTURAL FRAMEWORK

Robert R. Rangel
District Coordinator
Bilingual/Bicultural/ESL Section
Special Instructional Programs Branch
Los Angeles City Schools
Los Angeles, California
Ignacio DeCarrillo
Program Coordinator
Chairman, California
Bilingual Education and ESL
Instructional Framework Committee

In their presentation Robert Rangel and Ignacio DeCarillo dealt with orienting workshop participants to the Bilingual/Bicultural/ESL Framework, which was presented to the State Board of Education for final approval in June, 1973. Draft copies of the framework were used in the presentation, and participants were invited to submit their reactions to the proposed document, which will be reviewed by the State Bilingual/Bicultural/ESL Framework Committee.

The speakers explained that the anticipated adoption of this framework document will have an important bearing on the expansion of bilingual bicultural and ESL programs in the state of California in the years to come.

CREATIVE WRITING IN A BILINGUAL SETTING

Mérida García
Region I Bilingual Project
Edinburg, Texas

"I have found a breakthrough with creative writing and want to share with others my personal experiences," Mérida García enthusiastically told the participants in her workshop. "What my children have accomplished is just remarkable and has to be shared," she stated.

Ms. García then asked the following questions for discussion:

What is creative writing?

What is the purpose of creative writing?

What does the teacher have to do to have a creative writing lesson?

What are some of the activities the teacher can provide for the children?

Why is it so important that the teacher not correct the child's spelling while he is writing?

Ms. García involved the participants in a "quick" lesson to help them become familiar with her method and the room set-up. She also showed the participants some of the children's work, both in Spanish and English.

DEFINITION OF CULTURE AND ITS RELATION TO BILINGUAL EDUCATION

Edward Tafoya
Director, Special Studies Development
University of Albuquerque
Albuquerque, New Mexico

"The basic relation is one of *common-sense* related to *theory,*" stated Edward Tafoya in his workshop. He elaborated by stating that we need to look at common-sense understandings of culture, education and bilingualism and understand them in a new context called theory.

He continued to explain that the need to bridge these two levels of understanding arises from our respect of traditions which either nourish us authentically or do not. If we are not nourished, how can we pass judgement on the tradition itself? If we are nourished, how can we justify that tradition?

"It also arises from our common experience of change," he added. "If change is an abiding topic of our generation, how will the past control this change or dictate its pace? It is a question of grasping change in a context other than common-sense."

Mr. Tafoya pointed out, in summary, that Samuel Ramos (who died in 1959) cautioned his generation of Mexican readers to have "wings of lead." In short, he sought that they also bridge common-sense attitude and theory.

FILM PRESENTATION: *CINCO VIDAS*

Moctesuma Esparsa
Los Angeles, California

On Thursday morning a documentary film entitled *Cinco Vidas* was shown in the Council Room. Produced by Moctesuma Esparsa and an all-Chicano staff for KNBC, Los Angeles, the film depicted the lives of five Chicanos living in the East Los Angeles barrio. The film spanned the various aspects of life in the barrio, speaking of it as a state of mind, a feeling. The barrio is a place filled with tears and laughter—the tears of poverty, ignorance, and exclusion and the laughter of pride and heritage.

Ernestina Gómez, great grandmother, was the first person to be treated in the film. She was once a teacher of her own children, and now she spends time teaching other children. Her active life among people, animals, and her plants prevents her from retiring at home in her old age and "resting with her rosary." The lives of Vince Villagran, Chicano principal, and Percy Duran, lawyer, were also portrayed. Out of love for his people, Duran has worked for the legal defense of Mexican-Americans. Delia Cardenas, mother, spoke of the importance of her independence as a woman and as a Chicana while she served on a Title VII advisory committee. Tom Cruz, gardener, felt that it was rewarding for an individual to participate in his own culture, and he did so as a charro.

Cinco Vidas is but a small voice from the barrio. But it is a powerful one, saying, "We must bring together our lives, our culture, our history...We will be ourselves, our neighborhood, our barrio."

Rental information can be obtained by calling Mr. Esparsa (213) 392-3409.

CLOSING REMARKS

Stan Pottinger
Assistant Attorney General
Civil Rights Division
Department of Justice
Washington, D.C.

The Assistant Attorney General closed the conference by reminding the delegates that the effort to bring bilingual programs into the educational system requires not only state and federal funding, but also stronger enforcement of existing laws, particularly the Fourteenth Amendment. He pointed out that what must be fought, in order to further develop the law in this field, is the duality of public concern. Recalling the famous remark of the nobility during the French Revolution, "Let them eat cake," he cited that many Americans are saying of potentially bilingual students, "Let them learn English."

The result of this establishment stance has been "...an effort... to change the (potentially bilingual) child, to change his family, to change his culture, to change his language, rather than to focus on the delivery of educational services."

Both through the efforts of the Justice Department and through conferences such as this one, he went on, "We must take the mystery out of bilingualism" to remove the fear that is inherent in those who really control the educational system.

"In short," he said, "what we have is a problem of knowing how we can get these matters to become a part of the legal and educational and social structure of our society as a whole. It seems to me that what we have to do is make known to the courts of the country, as we are attempting to do, that like treatment of different groups may itself be discriminatory because their differing characteristics result in their having different educational needs. The United States Supreme Court has just begun to build that concept into the field of discrimination and antidiscrimination law. We've had some successes in that field.

"The May 25th memorandum that issued from the Office for Civil Rights at HEW was designed to build this concept into the educational systems of this country as a whole."

Pottinger closed by saying that he hoped conference participants and the Justice Department would share in a sense of urgency regarding bilingual education.

The First Annual International Miltilingual Multicultural Conference stimulated the interest of all participating ethnic groups.

The following resolutions were presented in written form to the Conference Committee in addition to the verbal presentations made to the closing session of the conference.

RESOLUTION

Ladies and gentlemen, brothers and sisters, I am a resident of San Francisco, California, and the father of three boys, who attend the public schools here in the state of California. I am a student of sociology, and I am a minority businessman.

A group of the Black brothers and sisters, attending the Convention, came together yesterday to formulate a statement regarding the Conference, its content, and its objectives. We put together an opinion paper which I will read to you now:

> It is the opinion of the Black Caucus body that the planning and development of the FIRST INTERNATIONAL MULTILINGUAL—MULTICULTURAL CONFERENCE, held April 1 thru April 5th, in San Diego, California, has systematically, and by specific design, and with the deliberate intent, discouraged, and omitted, and disallowed the meaningful participation of Black people in the structuring of a Federally and State sponsored Convention, which was purported to serve all cultures. There can be no doubt in any honest person's mind, one need only to review and study the program, its workshops, its lectures, for just a few minutes, and the truth becomes quite obvious.
>
> With these atrocities in mind the Black Caucus takes the following positions:
>
> (1) That in all future Multilingual-Multicultural Conference programs, Black people be involved in the total planning and development of the program's content and activities.
>
> (2) That Black people be involved in positions of leadership comparable to those of other ethnic backgrounds.
>
> (3) That Black exhibitors, both commercial and non-commercial, be invited and encouraged to participate in all future MULTILINGUAL—MULTICULTURAL CONFERENCES. I am quite lonely, myself, downstairs, being the only Black exhibitor in the entire Convention.
>
> (4) That the Black Caucus go on record as being opposed to the planning, development, and structuring of the FIRST INTERNATIONAL MULTILINGUAL—MULTICULTURAL CONVENTION held April 1st thru the 5th, in San Diego, California, and .....
>
> (5) That the Speaker of the House, Mr. Bob Moretti, of California, and the Superintendent of Public Instruction of the State of California, Mr. Wilson Riles, be advised of this position, with the presentation of each party with a copy of this paper, and that a copy also be sent to be recorded with the United States Office of Education.

That's the message we have for today. There is one additional comment I would like to make, I've just spoken to Mr. Martinez and he stated that this could be done. We request the attendance of Blacks and other concerned parties to come to a workshop on the Black Child in a Bilingual Classroom which will be held from 2:00 to 4:00 this afternoon in the Tiki Hut. Thank You.

RESOLUTION

((By concerned persons of Native American descent in attendance at the First Annual International Multilingual Multicultural Conference, jointly sponsored by the U.S. Office of Education and the California State Department of Education, San Diego, California, April 1-5, 1973)

WHEREAS the concerned persons of Native American descent in attendance at the First Annual International Multilingual Multicultural Conference, although holding membership in various Native American bands, tribes, Indian Reservations, and Native American organizations, are not presently representing such bands, tribes, Indian Reservations, or Native American organizations, and,

WHEREAS grievances alluded to in this resolution reflect personal concerns and feelings, and

WHEREAS official endorsements by the proper Native American bands, tribes, Indian Reservations, and Native American organizations reflecting these grievances will follow in due

time in written form to Dr. Wilson Riles, California State Superintendent of Public Instruction,

WHEREAS said conference has been void of any presentations from American Indians in explanation of the complex multilingual Native American cultures still existing in California, and,

WHEREAS there has been NO concerted effort by either the California State Department of Education or the United States Office of Education to initiate and sustain programs for the retention of the various Native American languages and cultures,

NOW THEREFORE BE IT RESOLVED that the General Assembly of the First Annual International Multilingual Multicultural Conference support the request of these California Native Americans to require the implementation of such programs for the retention of the various Native American languages and cultures.

RESOLUTION

WHEREAS the International Multilingual Multicultural Conference has the potential to become the example of different ethnic groups working together under the auspices of federal and state governments of these United States, and,

WHEREAS the Native American people, and particularly Native California Indians, have not had adequate opportunity during the First Annual International Multilingual Multicultural Conference to explain the unique characteristics of the FIRST cultures in the United States and California, and,

WHEREAS it is becoming increasingly necessary to disseminate information on a world-wide basis for the appreciation of the necessity for the preservation of these cultures, and,

WHEREAS there are many ongoing and developing programs designed and administered by Native Americans of interest to other ethnic groups, and,

WHEREAS Native American people have experienced the necessity of having members of each ethnic group explain the cultures of each such group, and,

WHEREAS the D-Q University in California has become the first University in these United States to be controlled jointly by American Indians and Chicanos,

NOW THEREFORE LET IT BE RESOLVED by the General Assembly of the First Annual International Multilingual Multicultural Conference, sponsored by the United States Office of Education and the California Department of Education, in San Diego, California, that ALL FUTURE such multicultural conferences and programs allow for adequate input from each ethnic group desiring to speak for the general membership of such groups.

RESOLUTION

WHEREAS we have a serious concern with what we perceive in this Conference as the lack of involvement in the planning and participation of Chicanas and women of the Ethnic cultures as key-note speakers and with workshop responsibilities of importance beyond that of token representation, and,

WHEREAS we are aware of the serious fact that no significance was given to women in the community, on the campus and in the professions, as individuals for their participation, the thoughtless scheduling greatly hindered their contributions of merit, as seen in the choice of time and room, and,

WHEREAS the workshops with specific issues relating to the concerns and interests of all women but particularly focusing on the Ethnic minority women, where critical areas were ignored, such as that of early childhood education, where the socialization process continues to perpetuate sexually stereotyped roles that degrade and destroy us as a people and as individuals, and,

WHEREAS in connection with the above we have also regretfully seen ignored the concerns of the adult multicultural-multilingual population who in part constitute a wealth of resources and to whom we owe our very own survival as exemplified in the struggle of the farm workers,

NOW THEREFORE BE IT RESOLVED that at this final general session all those who share these concerns, both men and women, join us in constituting ad-hoc committee so that in the coming conferences we can assure by

active participation that we assume our rightful place as *full* participants.

(By concerned persons of Native American descent in attendance at the First Annual International Multilingual Multicultural Conference, jointly sponsored by the U.S. Office of Education and the California State Department of Education, San Diego, California, April 1-5, 1973)

The atmosphere of an educational fair prevailed in the I.M.M.C. display area throughout a three-day period. Lined within a floor space of about 18,500 square feet were 92 booths with 76 attractive displays that included books, visuals, recordings, projections, and handout materials in Chinese, English, French, Native American languages, Portuguese, and Spanish. Black cultural instructional materials also were included. Of the 76 displays, 48 were commercial, some of these were domestic and some foreign. Foreign countries represented were Africa, Brazil, Canada, China, Colombia, France, Guatemala, Mexico, Spain, Portugal, and Puerto Rico.

Non-commercial exhibits included the products of Title VII and community projects.

Many visitors expressed their pleasure at being able to see such a variety of instructional materials at a conference. The exhibitors indicated through their evaluations that the show was exceptionally profitable to them. Below is the list of exhibitors:

American Science & Engineering
Mr. John Salmon
20 Overland St.
Boston, Mass. 02215

Arhe, Inc.
Ms. Marta de la Portilla
Ms. Isabel Villar
505 Fifth Ave., Suite 1402
New York, N.Y. 10017

American Book Co.
Mr. Erwin Smith
399 Adrian Rd.
Millbrae, Ca. 94030

Behavioral Research Laboratory
Ms. Kathryn Bishop
1815 Via El Prado, Rm. 304
Redondo Beach, Ca. 90277

Bilingual Education Services
Mr. Jorge Penichet
Mr. Carlos Penichet
1508 Oxley St.
So. Pasadena, Ca. 91030

Blaine Ethridge-Books
Ms. Elaine Ethridge
Ms. Mary Lopez
Mr. Robert Lopez
13977 Penrod St.
Detroit, Mich. 48223

Carousel Films Inc.
Mr. Jack Strand
Mr. Hy Block
1501 Broadway, Suite 1503
New York, N.Y. 10036

Children's Music Center, Inc.
Ms. Miriam Sherman
Ms. Yolanda Martinez
5373 N. Pico Blvd.
Los Angeles, Ca. 90019

Combined Publishers Group
Mr. Ronald H. Gentilin
5 S. Buckhart St.
Irvington, N.Y. 10533

Cultural Centroamericana, S.A.
Ms. J.E. Lopez-Serrano
Mr. J.J. Alcazar Nunez
Ms. Maria de Alcazar
Dr. Delia D. Villar
Mr. Cesar Lopez Serrano
9a Avenida 8-42, Zona 1
Ciudad de Guatemala
Guatemala

Cultural Crafts Associates
Mr. Samuel A. Williams
420 Market St., Rm. 412
San Francisco, Ca. 94111

Educational Activities Inc.
Ms. Pat Mullane
Mr. Gus Peek
28126 Peacock Ridge Rd.
Apt. 313, Palos Verdes
Peninsula, Ca. 90274

Educational Consulting Assocs.
Mr. Theodore E.B. Wood
Mrs. T.E.B. Wood
P.O. Box 1057
Menlo Park, Ca. 94025

Encyclopeadia Britannica Educational Corp.
Mr. George Loftus
425 N. Michigan Ave.
Chicago, Ill. 60611

European Book Company
Mr. Jean Gabriel
925 Larkin St.
San Francisco, Ca. 94109

Fernandez Editores, S.A.
Mr. Luis Fernandez G.
Calz. Mexico Coyocan 321
Mexico 13, D.F.
Mexico

Field Education Publications Inc.
Mr. Gene Deshler
2400 Hanover St.
Palo Alto, Ca. 94304

French & European Publications
Ms. Linda E. Goodman
610 Fifth Ave.
New York, N.Y. 10020

Gilmar International
Mrs. Marguerite Gutierrez
Mr. Gilbert Guitierrez
8302 Goodbee St.
Pico Rivera, Ca. 90660

Ginn and Company
Ms. Trisha Bloomfield
Ms. Ann Wade
191 Spring St.
Lexington, Mass. 02173

Heffernan Supply Company
Mr. Herb Heffernan
P.O. Box 5309
San Antonio, Tex. 78201

Houghton Mifflin Company
Mr. Jerry Crews
777 California Ave.
Palo Alto, Ca. 94304

Hudson Photographic Industries
Mrs. Jane D. Reibel
Mr. George W. Moore
South Buckhart St.
Irvington-on-Hudson,
N.Y. 10533

Inland Networks Inc.
Mr. Edward Barcos Jr.
24792 E. Third Ave.
San Bernardino, Ca. 92412

Instituto Nacional del Libro Espanol (c/o Oficina Comercial de Espana)
Mrs. J. Diez-Pichardo
Mr. Jaime Diez-Pichardo
Mr. Alberto Pico
Flood Bldg., Room 850
870 Market St.
San Francisco, Ca. 94102

Iztaccihuatl, Editorial
Mr. Juan A. Castillo B.
Ave. Morelos Ote. 437
Monterrey, N.L., Mexico

L. A. Publishing Co., Inc.
Ms. Edith Manosalvas
Mr. Pedro A. Yanes
40-22 23rd St.
Long Island City, NY. 11101

Limusa Wiley S.A., Editorial
Mr. Igor Sanchez
Mr. Eduardo Hale
Arcos de Belem 75, Centro
Mexico 1, D.F. Mexico

The Macmillan Company
Mr. Robert E. Steck
23 Orinda Way
Orinda, Ca. 94563

McGraw Hill Company
Ms. Winnie Davies
1221 Av. of the Americas
New York, N.Y. 10020

Melton Book., Inc.
Ms. Carolyn Fitz-Gerald
Mr. Bill M. Smith
111 Leslie St.
Dallas, Texas 75207

National Education Assn.
Mr. Gordon Pelton
1201 16th St., N.W.
Washington, D.C. 20036

National Textbook Company
Mr. Charles Liebowitz
Mr. John Gillespie
8259 Niles Center Rd.
Skokie, Ill. 60076

Newbury House Publishers
Ms. Gillian Ingram
68 Middle Rd.
Rowley, Mass. 01950

Organizacion Editorial Novaro, S.A.
Mr. Rodolfo Lagler Q.
Mr. Alberto Lagler Q.
Mr. Armando Arredondo
Ave. "H" 745
Tijuana, B.C.
Mexico

Pan American Book Company
Mr. Rodolfo J. Allen
4358 Melrose Ave.
Los Angeles, Ca. 90029

Pena & Associates
Mr. Ervie Pena
P.O. Box 328
San Diego, Ca. 92118

Piedra Santa, Editorial
Ms. Irene Piedra Santa
11 Calle 6-50, Zona 1
Guatemala City, Guatemala

Rand McNally and Company
Mr. Jack A. Stephens
Mr. Robert Ness
206 Sansome St.
San Francisco, Ca. 94104

Regents Publishing Co., Inc.
Mr. John Fulton Murray
Mr. Harry Koss
Two Park Avenue
New York, N.Y. 10016

Research Press Company
Mr. Reed Martin
Mrs. Reed Martin
P.O. Box 3177
Champaign, Ill. 61820

Roneo Division Comperipherals, Inc.
Mr. Jim Cline
1723 Coolcrest
Upland, Ca. 98617

Santillana Publishing Company
Mr. Sam Laredo
Mr. Robert Garcia
575 Lexington Ave.
New York, N.Y. 10022

Scott, Foresman and Co.
Mr. J.B. McCrary
855 California Ave.
Palo Alto, Ca. 94304

Sutherland Learning Associates
Mr. Ernesto A. Gonzalez
8425 W. Third St.
Los Angeles, Ca. 90048

Trillas S.A., Editorial
Mr. Gustavo Gonzalez
Mr. Alfonso Alfaro
Av. 5 de Mayo No. 43-105
Mexico 1, D.F., Mexico

Voluntad, Libreria
Ms. Mary Ann Larsen
Carrera 13, No. 39-89
Bogota, D.E., Colombia

Wible Language Institute
Mr. Blain E. Wible
24 S. 8th St.
Allentown, Penn. 18105

NON COMMERCIAL

Albuquerque Public Schools Bil. Multilingual Program
Mr. Carlos Saavedra
1500 Walter, S.E.
Albuquerque, N.M. 87106 _____

Association of Mexican-American Educators
Mr. Jose Becerra
4455 Twain St., Suite H
San Diego, Ca. 92120 _____

B. A. B. E. L. (Bay Area Bil. Bicultural League)
Mr. Robert Cruz
1414 Walnut St., Rm. 13
Berkeley, Ca. 94709 _____

Bilingual Children's Television
Mr. Chris Arce
Ordway Bldg., Rm. 2350
2150 Valdez St.
Oakland, Ca. 94612 _____

Bilingual Mini-School
Ms. Awilda Orta
2351 First Avenue
New York, N.Y. 10035 _____

Cal. Lutheran College
Mr. Bob Owens
60 W. Olsen Rd.
Thousand Oaks, Ca. _____

La Causa Publications, Inc.
Mr. Raul de la Rocha
P.O. Box 4818
Santa Barbara, Ca. 93103 _____

Center for Applied Linguistics
Dr. Maria Brisk
Dr. Gilbert Sanchez
1611 N. Kent St.
Arlington, Va. 22209 _____

Chicano Education Complex
Mr. James Archuleta
1214 28th St.
San Diego, Ca. _____

Chicano Film Institute
Mr. Ray Rodriguez
30 E. San Antonio
San Jose, Ca. 95113 _____

Chinatown English Language Center & San Francisco Community College
Ms. Anne Tennell
550 Montgomery St.
San Francisco, Ca. 94111 _____

Chinese Bilingual Pilot Project
Mr. Victor Low
950 Clay St.
San Francisco, Ca. 94108 _____

Colorado Dept. of Education and Title VII
Mr. Bernard Martinez
201 E. Colfax
Denver, Colorado 80203 _____

County of San Diego - Career Information Center
Ms. Claire Hunter
6401 Linda Vista Rd.
San Diego, Ca. 92111 _____

Dissemination Center for Bilingual Bicultural Education
Mr. Juan D. Solis
6504 Tracor Lane
Austin, Texas 78721 _____

Education Center for Chinese
Mr. Johnnie Prather
2 Waverly Place
San Francisco, Ca. 94108 _____

Education Services Center, Region XIII
Mr. John Martinez
6504 Tracor Lane
Austin, Texas 78721 _____

El Monte Bilingual Bicultural Project
Mr. Bob Rodriguez
420 Gibson
El Monte, Ca. 91731 _____

California State University at Fullerton
800 N. State College Blvd.
Fullerton, Ca. 92634 _____

Institute for Personal Effectiveness in Children (I.P.E.C.)
Ms. Judy Clemmons
4455 Twain St., Suite H
San Diego, Ca. 92120 _____

Materials Acquisition Project (M.A.P.)
Mr. Rafael M. Fernandez
2950 National Avenue
San Diego, Ca. 92120 _____

Padre Hidalgo Center
Rev. Juan Hurtado
2277 National Avenue
San Diego, Ca. 92113 _____

Palomar College Bilingual Center
Ms. Judith L. Truog
Palomar College
San Marcos, Ca. 92069 _____

Project Follow Through - U.C. Riverside
Mr. Manuel Ramirez III
2316 Library South
Riverside, Ca. 92502 _____

Project "Hacer Vida"
Mr. Fernando Worrell
46-209 Oasis St., Rm. 401
Indio, Ca. 92260 _____

Project "Unidos"
Mr. David Bazan
P.O. Box 868
Riverside, Ca. 92502 _____

La Raza Special Services Consortium
Ms. Theresa Willaims
1960 National Avenue
San Diego, Ca. 92113 _____

Santa Ana Unified Schools - Project Center
Mr. Albert Pill
1405 French St.
Santa Ana, Ca. 92701 _____

Southwest Educational Development Labs
Dr. Don Williams
800 Brazos
Austin, Texas 78701 _____

Time Project
Mr. Frank Rivera
Ed. Dept. Cal Poly,
San Luis Obispo, Ca. 93401 _____

U.S. Commission on Civil Rights
Mr. Philip Montez
Mrs. Grace Diaz
312 N. Spring St., No. 1015
Los Angeles, Ca. 90012 _____

FORMATION OF NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION ANNOUNCED

On April 25 at the Bandini School, 2318 Couts Avenue, Commerce, California, an interim committee was formed to organize the National Association for Bilingual Education.

The idea for creating the association came from a group headed by Americo López-Rodríguez, Bilingual Program Director, California State University, Fullerton. The group presented a position paper at the First International Multilingual Multicultural Conference in San Diego and was designated to spearhead the association at the meeting held on April 4 at the Town and Country Hotel, at which Dr. Albar Peña, Federal Director of Bilingual Education, and Dr. Gilbert Martínez, California Bilingual-Bicultural Task Force Manager, presided. The function of the committee is to serve as a consolidating body for those interested in bilingual education and to establish the initial membership of the association.

The main goal of the organization is to improve the quality of instruction for the child whose mother tongue is not English. Its objectives include: helping professional growth through exchanges of information, maintaining good communication with the community, assuring dissemination of information regarding legislative developments that may affect bilingual education, keeping up with national and international trends in bilingual education, serving as information center for job opportunities in the field of bilingual education, being another avenue for evaluation of materials relating to bilingual education, and establishing bilingual education as a distinct discipline.

THE IDEAL OF BILINGUAL EDUCATION IS TO DEVELOP PERSONS FLUENT IN THE MOTHER TONGUE AS WELL AS ENGLISH, PERSONS WHO CAN BENEFIT FROM KNOWING BOTH LANGUAGES AND ALSO CAN ENJOY TWO CULTURES FULLY.

The association will function on a national level with state and local chapters. Membership will be open to anyone interested in bilingual education. The fees for this year are $10 for educators and $5 for non-educators. Meetings will be held monthly for the local chapters and twice yearly for the national association. The association has already planned a meeting for October.

Several people from different areas of the country volunteered to offer their help to the association, as well as the Dissemination Center for Bilingual Bicultural Education of Austin, Texas, directed by Juan D. Solís, and the Center for Applied Linguistics of Arlington, Virginia, directed by Gil Sánchez. Dr. Peña stated that although he cannot contribute federal funds, he will provide moral support.

The committee elected officials and designated working committees. Here is the list of the officials: President, Americo López-Rodríguez (Fullerton); Vice-President, David Dickson (Fullerton); Recording Secretary, Tony Shady (Garden Grove); Secretary, Alfonso Renteria (Montebello); Treasurer, Salvador Gutiérrez (Los Angeles); Parliamentarian, Leno Diaz (Riverside County).

Acknowledgements

The FIRST ANNUAL MULTILINGUAL MULTICULTURAL CONFERENCE held at the Town and Country Convention Center was a milestone in bringing national and international attention to bilingual education. The California Assembly Rules Committee, for example, designated the week of April 1 through the 7th as "California Bilingual Education Week." The caliber of speakers at the conference literally made it a "Who's Who" in bilingual education.

Behind the scenes, however, an even greater feat was accomplished. Approximately 200 volunteers literally put together this huge conference of over 4,000 participants without the aid of professional conference organizers. With limited funds the volunteers helped to develop and organize registration procedures, educational display booths, conference logistics procedures, a wine tasting party, a school visitation program, and a colorful multi-ethnic entertainment program.

I wish to personally give credit to all organizations and volunteers who enthusiastically gave of their valuable time. The cooperating organizations included: U.S. Office of Education, State Department of Education; Materials Acquisition Project; Education Professions Development Act (CSU, San Diego); Chicano Federation; Chicano Athletic Association; and the Raza Consortium. I regret that space does not permit the individual acknowledgement of every single volunteer. Those few who were key in the conference organizing, however, should not go unmentioned. Elida Chávez, Adele Martínez, Adolpho Sánchez, Rafael Fernández, Edwardo Aceves, Estéban Arreguin, Loretta Bailes, Elena Moreno, Stephanie Ortiz, Juan Rivera, Luis Natividad, Junior Robles, Bumpy Parra, Margo Taylor, Rachel Closson, Caludine Ruppe, Rosalee de la Garza, Judy Clemmons, and Ann Kern—thank you for your dedication and for an outstanding job.

Vicente (Bert) Rivas

EPILOGUE

"The First Annual Multi-lingual Multi-cultural Conference."

What an imposing title!

What an imposing idea.

In essence, what was held in San Diego this year was a United Nations of education, and as is often the case with that august body, the resolution of key issues was hard to come by.

We were left, in some instances, with more questions than answers.

Yet, isn't this really the first step to progress?

The significant point is that something was done to assess and stimulate awareness in the need for bilingual education. Scholars from many parts of the world convened to sort out the problems that confront us today and the problems that will surely come in the future.

It is overwhelming to consider that one of the questions raised concerned the validity of the premise of the convention itself—"Is bilingual education a valid concept?" And while the consensus of opinion was overwhelmingly affirmative, there may be a few who disagree.

The fact remains that for the first time, on a grand scale, there were stong lines of communication set up between those of us who live in a bilingual world and who thus are most directly concerned with the issues of bilingualism and biculturalism.

For the first time, we were not blowing smoke in the wind. We were etching guidelines which educators, administrators, and legislators can no longer afford to ignore.

In-school experiences are being matched with out-of-school realities and equal educational opportunities are beginning to surface in our schools today as a result of the awesome tool called bilingual education.

Attention was called to the fact that some ethnic groups were not adequately represented. But it is significant that this fact was duly noted—that resolutions were phrased and printed here for all to see.

Open Democracy.

We know, now, largely where we are. The dim forms of Reasons are taking shape.

And where Reason guides us, we cannot go astray.

Democratic processes maintain that equality is a prerequisite to an open and free society. A prerequisite to an open and free society is equal educational opportunity, and equal educational opportunity in our classrooms can only be achieved by using the student's mother tongue as the principal tool of instruction, while at the same time systematically and sequentially teaching him the English language.